DOCUMENT RESUME

ED 423 720 FL 801 258

TITLE	The Literacy Line! A Handbook for Creating and Implementing a Work Site Job Specific Literacy Program [and] Some People Work in the Vineyard [Curriculum].
INSTITUTION	Napa Valley Unified School District, Napa, CA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1993-00-00
NOTE	175p.; For the final report of this project, see ED 374 690.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; *Agricultural Laborers; Course Content; Educational Needs; English (Second Language); *Mobile Classrooms; Mobile Laboratories; Needs Assessment; Program Descriptions; Program Design; Program Development; Scheduling; *Second Language Programs; Teaching Guides; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS	*Napa Valley; *Viticulture

ABSTRACT

The materials include a handbook for development of worksite, job-specific literacy programs and a sample curriculum for vineyard workers in California. The handbook describes the Literacy Line! project, a mobile unit to carry English-as-a-Second-Language (ESL) and job-specific literacy instruction to employees at wineries and vineyards in the Napa Valley (California). The project includes a comprehensive needs assessment of employees and the literacy requirements of wine industry facilities and instruction in an on-site classroom and a mobile classroom and literacy laboratory, featuring flexible classes scheduled according to the seasonal production demands of the industry and support services provided by a bilingual counselor with minority community ties. Instruction has helped workers increase productivity, gain high-technology skills, compete for a wider range of jobs, have opportunities for advancement, communicate better with supervisors and co-workers, and better understand safety regulations. The handbook provides specific information for developing a program, creating partnerships, assessing literacy needs, recruiting students, evaluating students, using community support services, developing a training format and curriculum, and evaluating the program. The curriculum includes a teacher guide, pre- and post-tests, and 20 instructional units. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 423 720

THE LITERACY LINE!

HANDBOOK

A HANDBOOK FOR CREATING AND IMPLEMENTING A WORK SITE JOB SPECIFIC LITERACY PROGRAM

> *These workers are essentially hired to work in the vineyards for their backs - but we like to use as much of their minds as possible. If something goes wrong with their bodies, there aren't a lot of options for them if they don't have English language skills. If they get a slipped disk, there aren't a whole lot of other jobs they can be retrained for in the wine industry - unless they have the language. So learning English is a high stakes opportunity here. For the educated worker, someone who has already gotten a certain level of education at home in Mexico, the primary barrier to advancement is lack of English.*
>
> Quote from Vineyard Manager in Napa Valley

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Napa Valley Adult School

Project Contacts: Rhonda Slota; Lorraine Ruston
2447 Old Sonoma Road
Napa, California 94558
(707) 253-3594

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Ms. Rhonda Slota
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

FL 801258

BEST COPY AVAILABLE

Copyright 1993 by Napa Valley Adult School
All rights reserved. No part of his book may be used or reproduced in any manner whatsoever without prior written permission from Napa Valley Adult School except in the case of brief quotations. *All inquiries should be addressed to:*

Napa Valley Adult School
The Literacy Line! Project
2447 Old Sonoma Rd
Napa, California 94558

Job Specific Curriculum for the Wine Industry is available for purchase:

1) Some People Work in the Vineyards
2) Some People Work in The Wineries
3) Some People Make Sparkling Wines

Also available: Series of fifteen professionally-made videotapes of *The Literacy Line!* on job-related and life skill communication situations.

All purchase inquiries should be addressed to:

Napa Valley Adult School
The Literacy Line! Project
2447 Old Sonoma Rd
Napa, California 94558

THE LITERACY LINE!

A HANDBOOK FOR CREATING AND IMPLEMENTING A WORK SITE JOB SPECIFIC LITERACY PROGRAM

I. **Summary of *The Literacy Line!* Project** 1

II. **The Philosophy and Observations Behind a Work Site ESL/JSL Program** 3
  Why Offer An On-Site Literacy Program for Businesses and Their Employees? 3
  Why Don't the ESL Students at the Job Sites Attend Classes That Are Already Set Up at a Central Location? 3
  Benefits to Adult Workers and Their Industries That Can Result from Meeting ESL/JSL Needs 4

III. **Identifying Your Key Personnel** 7

IV. **Determining a Target Population** 9

V. **Creating Partnership Agreements and Commitment** 13
  Determining Which Businesses/Partners Should Be Included in Your Project 15
  Acknowledging the Business Partners 16
  Commitments of Time, Resources and Funding from the Focus Industry and Businesses 16

VI. **Preliminary Assessment of Work Place Literacy Needs** 17

VII. **Recruitment and Attendance of Student/Employees**
  How to Recruit Students 19
  How to Maintain and Increase Attendance at Classes 20

VIII. **Comprehensive Employee Needs Assessment** 22
  CASAS Testing 22
  Developing Individualized Educational Plans for All Students 23

IX. **Evaluating Student Progress in the Program** 25
  Fostering Realistic Expectations 25
  A Broader, Multi-Cultural View of ESL/JSL Literacy 25
  Collecting Data on Student Progress 27

X. **Facilitating Student Use of Community Support Services** 29
  Support Services 29
  Adult Education Instructors as Advocates for Student/Employees 29

XI. **Developing the Training Format** 32
  Determining an Appropriate Training Format 32
  Factors to Consider When Developing Your Training Format 32
  What About A Mobile Computer Lab? 33
  Scheduling Logistics 35
  Negotiating Release Time for Employees 35

XII. Curriculum Development 36
How to Insure A Strong Relationship Between Skills Taught in the Classroom and Literacy Requirements of Actual Jobs 36
The Advisory Board and Its Input on Curriculum 37
Job Specific Literacy Curriculum Development 38
Life Skills Curriculum Development 39

XIII. Defining Your Plan of Operation - Objectives and Timelines 44

XIV. A Plan for Program Evaluation 50
Conducting an Ongoing Evaluation 50
Questions to Be Asked During A Year End Evaluation of the Project 50

XV. Appendix 53

I

THE LITERACY LINE!

A Mobile Unit to Carry ESL and Job Specific Literacy Instruction to Employees at Wineries and Vineyards in the Napa Valley

This is a good program! One of the few programs that is designed to raise good people to a higher level!
Quote from Vineyard Manager During Final Project Evaluation

Summary of *THE LITERACY LINE!* Project

In 1990, the Napa Valley Adult School in Napa, California established a program to teach English As A Second Language (ESL) and Job Specific Literacy (JSL) to a minimum of 300 employees per year at wineries and vineyards in the Napa Valley. This innovative program was designed to take the adult education instruction to workers rather than workers traveling to the adult school for training. *The Literacy Line!* project relied on a close partnership between the Napa Valley Adult School and management and staff of vineyards and production facilities in the Napa Valley wine industry. It was the first time the educational system in the valley worked in a cooperative way with the wine industry - the county's largest employer.

The project included a comprehensive needs assessment of 1) employees and 2) the job specific literacy requirements of wine industry facilities. The assessment process used both in-person interviews and printed questionnaires to gather information. ESL and JSL instruction took place in both a mobile unit equipped with computers and on-site classrooms located at wineries and vineyards. During classes, students rotated between the on-site classroom and the computer lab, with instruction from adult education teachers, aides and literacy volunteers. A unique feature of this project was the open-entry, open-exit flexibility of classes scheduled according to the seasonal production demands of the wine industry and the support services provided through, and facilitated by, a project counselor with bi-lingual skills and close ties to the minority community.

The instruction received by workers enabled them to increase productivity on the job, gain high technology skills which are becoming important in the wine industry, compete for a wider range of jobs, have an opportunity for career advancement, better communicate with supervisors and co-workers, better understand safety regulations and be in a position to take advantage of other job search and job training opportunities in Napa County.

The success of the Napa Valley Adult School/Wine Industry Partnership in teaching ESL and JSL at on-site classrooms was predicated on the following concept: that this project's success would ultimately depend on cooperation between the major entities, the Adult School and the wine industry, more than it would depend on funding. It was expected that, with a concentrated effort to recognize the needs and concerns of the wine industry and, in exchange, teach about the goals and vision of adult education, there would be a fruitful, long-lasting and mutually beneficial partnership in education and job training.

The strategies used to achieve success were:

1) The early establishment of the Adult School staff/winery staff relationship with clear statements of program expectations for adult school staff, winery personnel and student/employees

2) Job relevant instruction developed with the hands-on assistance and input of wine industry staff and employees

3) Providing a physical environment for instruction that eliminated one of the main barriers to adult education - transportation to and from classes

4) Providing individual counseling and follow-up for students in relation to problems about health, welfare, housing, day care, employment and schooling

5) Continued accessibility of Adult School staff to winery personnel who had questions about or were concerned about the program or the participants.

> *It was great for us to have the NVAS staff working with us. They didn't act like educators sometimes do - like people who know-it-all because they're teachers. Any time we came up with a suggestion, they talked to us and usually put it right into the lesson plan.*
>
> Vineyard Manager at Napa Valley Winery

The Literacy Line! is based on a model of creative problem-solving. We consider this to be one of the key concepts in this project - there was a continual emphasis on being as flexible as possible with the businesses in the industry. The adult school tried hard to have a well-thought out and flexible program that would truly respond to the needs of both the wine industry management and the employees. We decided early on that our goal was very long term. We hope over time to develop a strong, fully-funded program of adult education and job specific literacy in the Napa Valley. We're here for the long-haul and we think our ability to listen and respond, and also be innovative with our ESL/JSL program, shows our dedication to this goal - creating a true community partnership around teaching literacy - one of the most important tools for full participation in a democracy.

II

THE PHILOSOPHY AND OBSERVATIONS BEHIND A WORK SITE ESL/JSL PROGRAM

Why Offer an On-Site Literacy Program for Businesses and Their Employees?

In order to begin a work site literacy program and create broad-based interest in such a concept in your community, you and your staff will want to be able to clearly state the reasons why a program like this is important - how it will contribute to quality of life and work for both employees and employers - why it is the best solution, instead of just another program.

Such clarification of goals and visions can take place in informal meetings with a proposed project coordinator, instructors who are already teaching adult ESL, representatives from the industry(ies) which may be using the services, representatives from county Private Industry Councils, local employment and training agencies and community leaders from the minority groups who will be most affected by such an expanded educational opportunity.

Why Don't the ESL Students at the Job Sites Attend Classes That Are Already Set Up at a Central Location?

Even though we have provided ESL classes at a central site for over fifteen years, we found that many students who are in need of adult education do not attend our central location classes for a number of important reasons. Some of these may also be factors with your student (or potential student) population:

1) Students may not even be aware that classes are available because of isolation from the community-at-large where flyers, direct mail announcements, newspaper articles and word-of-mouth promote these educational offerings.

2) Even if they have heard of the classes minority men and women may not understand that the curriculum is specifically geared for those who are trying to be more active participants in the community and at their work site.

3) Transportation difficulties getting to and from classes held at a central site.

4) No child care or inadequate child care for children while parents attend classes.

5) Work schedules conflict with the hours that classes are held at the central location.

6) Concerns about how they will actually "fit into" a traditional classroom setting. They may be unfamiliar with the process of adult education and not understand that adult education is exactly that - education for those who are returning to learning as adults.

7) Perceived alienation from the English-speaking community at large.

Even for those who actually enroll in classes, some of these same reasons may cause early attrition, cutting short their chance to gain the proficiency they need to be an active participant in the community and increase their chances for better jobs, educational opportunities and general representation of their needs and concerns.

The above barriers can be formidable; non-attendance at class is not necessarily an indicator of unwillingness on the part of the non-native speaker to acquire English-speaking skills. In fact, our experience has been that men and women are eager to gain English instruction, especially when it ties into job-related communication. *The Literacy Line!* project grew out of this view that adult minority students are eager to learn and the solutions to their barriers to education can most easily be initiated and energized through adult education staff.

When presenting *The Literacy Line!* as a model to the wine industry, the Project Coordinator and instructors underscored this need for looking at the bigger picture of adult education with a number of stories about students who routinely worked from 5:30AM to 5:30PM, then came to 6:30 PM night classes at the adult school to learn English. In many families, parents trade off receiving English language instruction, juggling transportation and child care. The stress of trying to function in a family, work a more than full-time job and also be a student, all the while living in a culture where they do not speak the language, is a heavy burden for these men and women. Providing on-site English classes with job specific literacy emphasis seemed like a natural solution to some of the problems being experienced by adult minority students.

This anecdotal information allowed wine industry management to see, from the beginning, how work site classes could be a boon to their employees. They were exposed to JSL models of education - expanding their view of English language skills training to see how, more and more frequently, it is being directly tied to the type of communication that is needed on the job.

Benefits to Adult Workers and Their Industries That Can Result From Meeting ESL/JSL Needs

Benefits to adult workers:

Through your project, you can expect that employees in the focus industry will acquire English skills, increased job specific literacy, computer literacy (if it is appropriate in your focus industry) and will have the opportunity to:

1) Take advantage of job search programs through the local employment training offices to increase chances of employability by improving job search skills

2) Explore other educational and job training possibilities within their city or county, including new areas of employment that might have greater job stability, pay higher wages and require higher level skills or bi-lingual ability

3) Move laterally (from line worker status to new employment and continued employment in the industry) and avoid the lay-off periods altogether

4) Move vertically (career advancement to supervisory and management positions) within the industry because they will have acquired more transferable skills

5) Move into industry positions that require high technology skills on computers

6) Increase individual productivity on the job creating a climate for career advancement due to improved performance.

7) Improve communication with supervisors and co-workers causing fewer communication related incidents at work which are disruptive and, which in some cases, may lead to the firing of an employee who is otherwise competent on the job.

8) Decrease health and safety incidents because of improved ability to read warning and precautionary labels on chemicals and understand equipment operation manuals.

Benefits to the industry and the individual businesses:

Productivity for the industry as a whole (both facility and individual worker productivity) can increase through a program of this type. Benefits:

1) Reduced supervisory time spent explaining job details, instructing and correcting errors in two languages for employees

2) Better understanding of safety procedures and health issues specific to the industry (i.e. dealing with chemicals in the fields) causing fewer accidents and health-related incidents and less down-time associated with these incidents.

3) Workers will be able to move across job classifications, filling in for those who are absent from the job or when extra assistance is needed to complete a task. Likewise, employees will be able to better appreciate the job descriptions of co-workers allowing for more efficient interfacing between jobs at one job site.

4) Workers will be able to be used in roles of greater responsibility as their ability to communicate with co-workers, supervisors and external industry personnel increases.

5) Workers will develop JSL skills which will enable them to understand work manuals, instructions for tools and machinery and verbal instructions from supervisors. Increased efficiency of workers due to reduced time spent asking for instructions and attempting to interpret manuals and guides that are written in a language that is foreign to them.

6) Improved communication between co-workers leading to fewer incidents related to interpersonal issues and miscommunication directly related to job tasks.

7) Improved communication between supervisors and workers leading to increased understanding of job directives and what is needed to accomplish specific tasks on the job

8) Increased stability in the migrant worker community due to heightened access to better-paying work during the off-season. Workers would remain in the city or county and come back to the job site facility to resume their job in the on-season, thus eliminating the necessity for re-training new employees each season.

The goal of an on-site ESL/JSL program is, over a period of years, to positively impact each of the above areas for both employees and the focus industry. The benefits of participating in such a program are manyfold and reach beyond what is stated above. We see clearly that the ESL/JSL instruction enhances mutual respect and self-esteem for management and labor as each come closer in their ability to communicate. When adults are learning, it draws attention. It is life-affirming and the supervisors, management and co-workers get to see a large group of their own peers choose to learn English literacy. This is a positive model for the entire work place.

There has also been a tremendous side benefit in our area - we find that *The Literacy Line!* helps families communicate better and brings minority men and women and their children to the forefront of a county where their cultural group forms a sizeable percentage of the population, yet has traditionally been underrepresented as a social, economic or political force. By helping employees learn English at the work site, we are not only improving efficiency at the job, but are helping to create strong leaders who can speak for themselves in their community.

III

IDENTIFYING YOUR KEY PERSONNEL

A project that requires such a large amount of interfacing between adult schools, private industry and support services and agencies in the community requires a fairly large commitment of time and energy from the staff. *The Literacy Line!* served 300 employees in the first year - this effort required a full-time Project Coordinator as well as a full-time Project Assistant.

Both of these positions should be filled by people who are knowledgeable about 1) the issues and goals of ESL instruction for minority adult learners and 2) JSL issues in the focus industry.

Questions to be considered when choosing your staff:

1) Are they familiar with the focus industry? Do they know key people in this industry or are they acquainted with supervisors and managers at the various business work sites?

2) Do they exhibit the potential to be able to work with the industry management to raise funding to continue the program if it is originally seeded with foundation, state, federal or local government funding?

3) Are they able to work well with both minority and non-minority populations?

4) Have they worked with adult education programs in the community? Are they familiar with the ESL population in the community and do they understand the type of barriers that ESL students who are working and studying encounter while trying to continue their education?

5) Are they familiar with the concepts of job skills analysis for work place literacy audits and competeny-based benchmarks for student progress?

6) Are they able to communicate well with both industry line staff and management?

7) Are they able to speak articulately about the philosophy of adult education and the goals of a work site literacy project?

8) Do they have a realistic perspective on how long it will take to:

   a) teach students fluent English
   b) make noticeable steps forward in language skills training when students may not be literate in their own language
   c) develop a strong partnership that will evolve into joint funding efforts and eventually full-funding of the project by members of the focus industry.

9) Are they able to negotiate? Are they problem-solvers?

In *The Literacy Line!* we considered the ability of key personnel to be active problem solvers to be one of the hallmarks of our program. It was only too obvious how a program which involves hundreds of people at all levels of skill and management could be considered to be "too much trouble" if the main contact people were not diplomatic, forthright and solution-oriented. In the third party evaluation of our project, the most common message that the evaluator heard was that the staff and the coordinator of the project were always available to answer questions and concerns and were ready to work out any problem that came up.

IV

DETERMINING A TARGET POPULATION

A preliminary survey of local businesses and industries should look closely at the following factors:

1) How many employees at the job site or in the industry speak little or no English (LEP)? It is not always so easy to determine the level of English proficiency at the job site, especially if your focus industry employs bi-lingual supervisors and the employees are not obliged to speak English during the work day.

> *I always spoke Spanish to the workers in the vineyards. One man has worked with us for six or seven years and came in to say that he wanted to try for a position in the winery. I assured him he would be good at the job, but that he needed to know English in order to get hired. He said, "Oh, but I do know English!." He started talking to me in English and it was the first time I had even heard him speak anything other than Spanish. It made me realize that when I speak Spanish all of the time to the employees, I never have any idea whether or not they know any English."*
>
> Vineyard Manager in Napa Valley

2) How many employees are functionally illiterate in their own language? In our project we found that even though many safety and instructional manuals and signs were written in Spanish, this was irrelevant to over 60% of the employees who were also functionally illiterate in their own native language. They could not read instructions or be self-sufficient on jobs even if written materials were bi-lingual.

> *We gave a mandatory Red Cross class at our site. It was given in Spanish and the books were in Spanish, but because the students couldn't read or process the Spanish, it took three or four times as long as it normally would to get the information across. To be good workers they need to have basic education skills, and not just in English.*
>
> Supervisor at Napa Valley Winery

We found that, in general, supervisors and management were not aware of the extent of this problem at the job site. They did not factor in this information when considering the problems on the job that were related to lack of attention to instruction and poor written communication when dealing with employees.

The number of employees included in this category will give rise to philosophical questions about ESL teaching (i.e. should students be taught literacy in their own language first, or at the same time they are learning English? Is teaching English when a student does not read or write in their native language an insurmountable task in a job site setting?), as well as give realistic direction to curriculum development.

There was much discussion among the instructors and the supervisors about whether or not it was possible to, in a short time, bring English language skills up to a noticeable level when the workers have no foundation in their own language. This discussion added to the insight of both sides - was long-term gains (and expectations) would have to be the order of the day when assessing students' progress and that competency-based benchmarks for specific tasks would be the best way to judge this progress. Instructors agreed that part of their job is to help students understand that learning English is a life-long avocation, as is learning any language.

3) How many employees are laid off during the off-season and are seriously compromised in their ability to gain new employment and have no opportunity for continuing employment at their home facility during these "down times" due to limited English language skills? Consider the fact that employees who are laid off must then choose to move on to other cities and towns to follow work patterns (i.e. following the crops), remain on the unemployment rolls until the next season or seek low-pay, low-skill work in your county, where the business who employs you may be the primary employer and seasonal labor disparities may affect the entire economy and labor supply and demand. Besides their direct employment, this disruption undermines every facet of stable community life as workers' families are disrupted, as children move to a new community and lose continuity in their education and social realm.

4) How many employees are ineligible for job retraining and are prevented from benefiting from local job search services because of poor English skills? Some local employment training offices refer all non-English and LEP applicants to adult schools for ESL classes before they are accepted into job training programs. This fact alone can mean that an entire group of LEP workers who are laid off each year (sometimes numbering in the hundreds or thousands depending upon the size of your local focus industry) can expect no new employment (except in the most low-paying, low-skilled jobs), continued employment, or career advancement without first improving their English language skills.

5) How many employees are unable to move up in pay or job classification due to limited English skills? We found that, in the wine industry, the estimate is that less than 5% of vineyard workers (the bulk of the county labor force during harvest) ever move up to a higher-paying position in the wine industry or acquire the job vocabulary to move across job classifications because of poor English language skills. The higher-paying positions often have more

responsibility and require greater communication with the English-speaking community. They always go to those with English-language ability. Look for these trends in your community.

6) To what extent is productivity at the job site compromised because of miscommunication at the work site due to workers with LEP? The amount of time lost on the job while explaining directions/rules to those with LEP is often estimated at 25% and higher. This figure does not take into account the true amount of time lost when workers "pretend" to understand directions, or understand partially and then go on to perform a task inaccurately or inefficiently.

An additional problem arises with supervisory personnel who are only marginally bi-lingual. They can explain directions to non-English speaking workers, but not in the depth or with the degree of accuracy that is actually needed to do the job well. Historically, the supervisors at Napa Valley wine industry job sites have felt it is easier for them to learn Spanish than for the workers to learn English. But most admit that they are anything but fluent in their second language of Spanish, and cannot speak in complex phrases or with complex vocabulary. Communication at the job site becomes reduced to a basic common denominator - not a very rich experience or even very accurate in most reporting. This creates an illusion of accurate communication.

How much editing goes on when a conversation is reported to someone higher up is a constant question. What happens to the worker who can't speak for himself and whose communication is probably being translated in the most simple and time-efficient terms possible?

> *At our winery, we have monthly staff meetings where everyone gets together. Workers who speak only Spanish really lose out. They can't advocate for themselves and can't give creative ideas to management. They take an almost invisible role.*
>
> Personnel Manager at Napa Valley Winery

7) How much time is lost on the job due to communication problems that may involve issues in the employees' lives outside of the work site and out of necessity, must be handled on work time? This issue became a central focus of *The Literacy Line!* project as supervisors and managers insisted that "life-skills" ESL is as critical an element of employee performance and work place productivity as JSL.

8) How many employees currently attend ESL classes at another site who might be more effectively served by attending on-site classes?

9) Can the work site provide child care for employees while they attend classes, and perhaps make it possible for spouses to attend?

10) Is it possible for the work site to extend ESL classes to a larger community than just the workers who are officially on the payroll for the business? We found that in at least two cases women who lived in the migrant labor camps attended classes with their husbands, and at one vineyard a woman who was hired as a temporary worker in the vineyards continued to attend classes after her work was completed.

Be aware in your survey that management may tell you that speaking English is not an issue at the job site because "all of the supervisors are bi-lingual" and the workers do not need to learn English to do their jobs well. They may not have thought extensively about the compromises in efficiency that occur, the down time through communication difficulties or lack of upward mobility for their employees. The goal of a work place literacy program can be to assist all employees who have career goals of "moving up" to be able to do so if English language ability is the barrier and to assist industries in analyzing and improving work place productivity wherever it is compromised by language barriers.

In the initial surveys, the data you gather for the above categories will probably be an estimate. But this process of interviewing the supervisors and management (and hopefully, the employees) to determine the need will begin the adult education/business partnership and establish communication guidelines. The initial survey should rely heavily on personal interviews, not just the administration of a form to solicit data. Once discussion begins, industry personnel usually see a myriad of ways that improved English and job specific literacy skills could positively affect their work environment. Their active participation in this part of the program creation is essential.

V

CREATING PARTNERSHIP AGREEMENTS AND COMMITMENTS

An important goal of a work site literacy project is to form solid partnership agreements and encourage and inspire the partners to work as a creative team to advise the program. In many communities this project will be the first major collaboration between education and private business. The education component should view its role as a business-education partner in a serious light. Instructors and NVAS staff can be encouraged from the beginning of the project to see their role as not only furthering the efforts of adult education at the job sites, but also setting the stage for other successful business-education partnerships in coming years.

The Literacy Line! has had many levels of partnership:

1) All of those who helped (and who continue to help) to develop the curriculum are true partners in this project. That includes Migrant Education programs who contributed a bi-lingual glossary of terms for the wine industry, the student/employees at the wineries and vineyards, managers and supervisors, adult education staff, and a video production team that is developing a series of curriculum videotapes about ESL/JSL in the wine industry.

2) The Adult School staff and the wine industry personnel who have developed a straightforward, cooperative and even affectionate partnership around helping employees learn to read, write and speak in English. For several of the work sites there are official signed agreements which were part of the original funding proposal. These agreements have been held to the letter by both parties and expanded to include other meaningful commitments of time, energy, money and funding.

3) Community service agency representatives who have helped facilitate support services for the student/employees - reducing even further their barriers to job fluidity and success in our County. In this group we would include the many individuals who are leaders in the Hispanic community who came to class to talk about their work and their education and their goals - to make a connection and to inspire and motivate our student/employees to keep at the sometimes long and arduous task of learning English.

4) The student/employees who have helped us develop the curriculum, have given suggestions for recruitment strategies and scheduling changes. They have also trusted the adult

school staff with their real concerns about work and their personal lives, enriching the experience for both parties.

> *Be sure to mention in the handbook the benefits that the teachers are receiving from interacting with the vineyard workers. For example, David (one of the adult education instructors) speaks about the tremendous respect he has for the knowledge and expertise of the 'budder' at Phelps Winery .*
>
> Notes from Project Coordinator of The Literacy Line!

We mention these partnerships because it is not always easy to develop a partnership program with divergent groups in a community. But with the unwavering commitment to grass-roots community solutions to community problems, it is rewarding and can make the difference in quality of life for a large segment of the population. The politics of tact may be one of the most frequent partnership challenges encountered by your staff. Flexibility in working with the management teams at the facilities should be a guiding principle. Your staff, through repeated contacts with the students at the facilities will have questions about the degree to which they should become advocates for the employees to management. It was agreed, at *Literacy Line!* staff meetings, that the appropriate role of the instructor was to teach assertiveness and clarity in asking questions and arriving at solutions with their supervisors and co-workers. Your staff may find this to be an appropriate rule of thumb for action.

In one case, NVAS staff expressed concern about a situation at one of the job sites where a supervisor intimidated student /employees and complicated the learning process by ridiculing the spoken English of the students. A solution to this dilemma was discussed in staff meetings: NVAS will sponsor county-wide cross-cultural understanding workshops that can be attended by wine industry personnel. It has been recommended that a supervisor from the business be a "teacher for a day." The supervisor will also have the chance to be a "student for a day" and experience what student/employees are going through in learning a foreign language.Supervisors and management involved with *The Literacy Line!* will also receive special attention on these issues during Advisory Board meetings and small partnership meetings.

NVAS will also create and facilitate a Spanish language course for the Wine Industry that will be funded by the wineries and vineyards and would teach Spanish to the many levels of personnel who routinely work with Spanish-speaking employees but have limited Spanish language ability. In the future, NVAS will facilitate peer-coaching between English and non-English speakers through social events on the company grounds.

Even though the thrust in *The Literacy Line!* project is for the worker to learn English, the reality of the wine industry indicates that the NVAS program would be even more successful if we were teaching both working languages to the people who need it to communicate more fully in the work place.

Determining Which Businesses/Partners Should Be Included in Your Project

From the above discussions you can see that choosing active partners for this type of project is more than just getting a private business to sign on the dotted line and give lip-service support. This is an opportunity for both entities to learn from and enhance each other's programs.

Consider the following questions and needs:

1) Which businesses in your community have a sufficient number of employees needing ESL and Job Specific Literacy Training to warrant a class (minimum of 15 students)? If they do not have sufficient employees to make up a class, is it possible that they have close ties with another work site or facility that might share the same curriculum and students could be transported to one of the sites?

2) Which businesses have management that will approve transporting employees to another site where classes are held, if there is not a location available at that job site?

3) Which businesses have an on-site space that can be used as a classroom if a mobile education unit is at the facility?

4) Which businesses have management that is receptive to the project and willing to assist with the curriculum development for job specific literacy, recruiting and scheduling of classes?

5) Which businesses have management which will negotiate release time for employees to attend classes during the work shift?

It is important to start with realistic expectations for the number of job sites you can effectively serve - looking especially to concentrate efforts in one industry where many businesses will have overlapping curriculum needs. This will allow for maximum efficiency in curriculum development and interfacing between facilities.

As the project grows and gains acclaim in your community, you can easily add other job sites. Our experience is that word-of-mouth spread the good news about our project very rapidly. Initial business partners and employees were instrumental in the contacts made in the second stage. By then we were able to pick and choose - making sure that the facility had a strong commitment to the goals of the project and would be willing to provide what was needed to make the program a success at their job site.

Acknowledging the Business Partners

In most community projects there is room for more emphasis on public relations, via articles in local newspapers, industry journals, and newsletters. The adult school and the management of the businesses should make annual presentations at local Business-Education Partnership meetings to inform the community about the progress of this partnership. Adult Ed staff should make sure to acknowledge "above and beyond" contributions and support for the program from supervisors and management - this could be accomplished through certificates, letters of appreciation, articles in local newspapers and maybe even a business-education appreciation luncheon.

Commitments of Time, Resources and Funding from the Focus Industry and Businesses

What we invest in, we are interested in - and this maxim holds true for adult education, too. Provide your partners with as many avenues as possible to be part of the creation and implementation of this project.

Consider the Following Types of Commitments that Businesses Might Make to the Project:

1) Providing on-site classroom space

2) Providing a location and an electrical hook-up for a mobile education unit when it comes to the facility

3) Working with adult school staff to develop the job specific curriculum

4) Assisting in recruiting students and maintaining tracking and follow-up to insure retention of students in classes

5) Working with the project coordinator in needs assessment of facility staff and employees and scheduling classes

6) Sponsoring a major fund-raising event every year to cover the operating costs of the project, or a series of smaller fund-raising events

7) Providing rewards and incentives for students who achieve their attendance or progress goals in the ESL/JSL classes

VI

PRELIMINARY ASSESSMENT OF WORK PLACE LITERACY NEEDS

Determining the Effect of Limited English Language Skills on Productivity at the Job Site or in the Industry

The following areas of production efficiency should be part of the interview process with supervisors and management, both to give them an idea of the extent to which the adult education partnership can positively affect their productivity, and to help them determine their current areas of communication difficulties at the job sites.

Initially, it will take a great deal of tact *and* straight forward communication to help a business or industry arrive at these figures and see why the adult school should be interested. This is an area where the early establishment of trust and partnership is critical in gathering information that will help the project succeed and provide a baseline for measuring this success.

Logistics in collecting statistics, i.e. reticence of adult school staff to intrude on the "business" of the wineries and the vineyards during their first crucial months of start-up, made it difficult for *The Literacy Line!* to have access to many types of concrete information about employee progress and movement that were built into the evaluation model. Information on safety, accidents reported, number of employees promoted or laid off all fell into a "touchy" area of reporting that many employers did not want to deal with early in the project.

In the interests of long-term partnership gains, it was decided by the Project Coordinator that the management teams should work in the first cycle to build trust and cooperation based on serving students and a flexible approach to the industry needs. We hoped that the positive experience with *The Literacy Line!* project for one cycle would enable employers to see noteworthy gains in their employees' progress (without accompanying extra work collecting data), before a format was delivered for collecting hard statistical data.

This perspective seemed to be accurate in that, during the evaluation process, employers expressed their willingness to help collect statistics to justify the need for future classes and increase funding from the wine industry for operating expenses for these classes. The approach relied on the fundamental model of involving employers in the growth of the project and building their level of collaboration through Advisory Board activities and frequent job site visits from NVAS staff.

Base line data to be determined:

1) % to which production efficiency is decreased due to employees with LEP
2) % to which production efficiency is decreased due to lack of specific job skills literacy
3) % to which communication between supervisors and workers is compromised due to LEP
4) Amount of time lost on the job while explaining directions/rules to those with LEP
5) Amount of time lost on the job due to safety and health incidents because of employee inability to read and understand safety and health precautions

Potential for Career Advancement , New or Continuing Employment for Employees:

1) Number of employees who could potentially move into other job classifications if English language skills met a defined competency level
2) Number of employees who could move into higher paying and job classifications with more responsibility if English language skills met a defined competency level
3) Number of positions available for employees with computer literacy and English language skills
4) Number of employees who could be retained during off-season if English language skills met a defined competency level

In the curriculum development stage course modules will be developed by a review and analysis of specific job duties and basic skill requirements. The curriculum developer will meet with the supervisors to determine job/task areas of greatest need for Job Specific Literacy training.

The following factors should be assessed:

1) Job literacy skills needed for specific job classifications within the facility
2) Problems with safety and health procedures related to poor English skills
3) Communication situations most commonly encountered in the work place
4) How computer literacy skills are used in specific jobs
5) If employees are cognizant of, and understand, work place expectations

VII

RECRUITMENT AND ATTENDANCE OF STUDENT/EMPLOYEES

How to Recruit Students for the Classes

The Project Coordinator and the Project Recruiter should speak to work site supervisors and management about having access to groups of employees at all of the facilities, perhaps during regular staff meetings. At these presentations, they can discuss:

1) The goals of the ESL/JSL classes

2) The scheduling arrangements that will be made

3) How they visualize the program helping employees to be more productive at the work site and how the ESL skills will benefit them in other areas of their life, too.

4) Arrangements for release time that the facility management has agreed to - how it will work for the employees.

5) The philosophy of adult education - getting employees comfortable with the idea of adult education

6) Successes at similar programs - employees getting raises, promotions, moving on to other jobs, being able to seek other employment if laid off

At this time, employees can be given individual and group pre-tests to determine their level of English language skills and job specific literacy, and encouraged to enroll in the classes if their test results indicate a need.

Many employees will be self-referred, hearing about the class from their co-workers or a supervisor. Some will come with specific literacy needs. Supervisors will refer employees they think have special potential for job advancement if they have English language skills. We found that many employees in the wine industry had worked for six or seven years at the facility without having advanced in their job classification in the entire period of time, purely because of lack of English skills.

Recruitment can also take place through:

1) Presentations at local city and county fairs

2) Presentations at local service clubs

3) Flyers handed out at local stores, the work site or placed in pay envelopes

4) Announcements on foreign language radio and television stations or interviews on local media shows that are heard by the employees

How to Increase Attendance at Classes

Students who are not familiar with open-entry, open-exit concepts in education, may become discouraged if they have missed several classes and feel that they will be too far behind when they come back. Assure students that the curriculum is created to allow for such absences, although consistent attendance is, of course, the best way to gain proficiency.

> *In general one of the hardest things was to get a level of attendance that was consistent. When we first started there were thirty people showing up after work, then some dropped out. Then it went down to fifteen. In the Spring when the days lengthened and workdays lengthened, it dropped off again. The men were too tired. I got all of the employees together and had them meet right before the class started. They talked about what they needed to learn in the classes. This brought the attendance back up again.*
>
> Vineyard Manager at Napa Valley Winery

As evidenced by the above quote from a manager of a large vineyard, the greatest motivation and encouragement for employees to attend classes has come from supervisors. At some of the job sites, supervisors have personally talked to employees, encouraging them to think about better job opportunities in the winery itself (if they improve their English). They have also helped them enroll in classes and have come to classes regularly to see who is attending. Instructors report that supervisors who take an active interest in this process have the greatest number of students consistently attending *Literacy Line!* classes.

> *I get a big kick out of the ways the teachers find to make learning English enjoyable for the workers. One day they made Valentines in their classes. A worker who has never spoken English to me, sent me a Valentine that said,*
>
> *Dear Ben,*
> *I like you.*
> *You're a good boss.*
> *Can I have a raise?*
> *Love, Felipe*
>
> Quote from a Vineyard Manager

Your staff can take an active role in speaking with the supervisors about the problems of student attendance, explaining how the supervisors can serve as a motivating force. You might consider having supervisors and management sign agreements with adult education staff indicating attendance requirements for the classes so that supervisors have more of a "buy-in" to the attendance goals.

Discussion in NVAS staff meetings suggested that the supervisor knowledge of who attends classes may have a secondary positive effect in that students who take the classes may be seen as "serious" workers with "serious" goals for advancing in their jobs and in the wine industry.

Other ways to improve attendance are to have certificates for those who have attended a certain number of hours, or special perks which may be purchased through the project or by the business. These perks can include such items as coffee cups, baseball caps, water bottles, refrigerator magnets, T-shirts. Such "perks" can carry the name of the program and be tied to attendance goals. There were may heart-warming anecdotes about the pride that student/employees felt when receiving formal recognition at company meetings and at awards ceremonies - this is a part of the project that should not be neglected.

And then, of course, there are the students who come no matter what the obstacles. One woman who was a temporary employee, continued to drive up the valley to attend classes when her job was finished at the winery. At another job site, work was cancelled for a week because the ground was too wet, so the vineyard manager called to cancel the class. The students protested - they wanted to come to class anyway!

VIII

COMPREHENSIVE EMPLOYEE NEEDS ASSESSMENT

This assessment is not the same as the initial survey where adult ed staff and job site supervisors estimated the ESL/JSL needs of the employees.This assessment and placement process takes place in the classroom after the employees have enrolled in program.

The following factors must be assessed:

1) Level of ESL skill

2) Level of JSL skills as measured by instruments developed for specific jobs that that employee is currently filling, or may have opportunity to move into if ESL/JSL skills were improved

3) Level of need in terms of support services - transportation, child care, counseling, health issues

During *The Literacy Line!* the process of assessment was a challenging one for both the instructors and the students. Over 75 students dropped out of the program after just two to four hours, in large part because of their discouragement over taking the "tests." The testing process was very long and the level of reading, writing and language skills readiness was quite low among the majority of the workers. Instructors were not eager to "put the students through this exhausting process" and attempted to find other ways to assess students for class placement.

> *Even though we prepared the students and told them that these were only placement tests we would use to make sure they were in the right class, it was very frustrating for them; very discouraging. Many did not come back to the classes after this testing and could not be encouraged to do so. We had to stop using the CASAS Reading test altogether. This was a problem in the program.*
>
> Project Assistant for The Literacy Line!

CASAS Testing

The California Adult Student Assessment System (CASAS), a private educational consultant firm, is committed to developing instruments that answer the assessment needs of adult education programs and has been used extensively by NVAS in its ESL programs. They have listening, reading and writing samples available which were initially chosen for both placement and pre/post-testing because they were standardized tests used at the adult school, and were familiar to the instructors.

Though CASAS tests proved to be good measures for placement purposes, most instructors felt the need to develop their own pre/post tests to more accurately assess student progress in the JSL lessons they were studying or relied on in-person interviews. Much of the JSL assessment was informal as the students brought in difficult written communiques from the job, or talked about communication problems they encountered during the day at work.

Although pre-testing is important for establishing a base line of student knowledge, in reality all students did not take the pre-tests (approximately 25%). The reason for this relates back to the initial problem of the testing situation itself and the open-entry, open-exit commitment of the program. For students who were not enrolled at the beginning of the cycle, it became difficult to take the time during class to give them a standardized pre-test before they began instruction. It was not possible to take them "off the job" to accomplish this before or after class, and the testing itself required a certain amount of instructor or aide encouragement and individual attention that was not realistic once the cycle began.

The pre-assessment process must be streamlined to address the needs of the students and the instructors. Instructors must continually seek out better ways of assessing and placing students, without putting an additional burden on the system or the student. Complicated, unwieldy and frustrating measures of progress that turn students away from the program itself should not not be the order of the day.

Developing Individualized Educational Plans for All Students

When assessment is completed and students have made a commitment to the program, individualized educational plans (IEPs) should be developed for all students in cooperation with the classroom instructor. These plans will guide the students' educational process, keep educational goals on track and indicate competency benchmarks for progress in the classroom. IEPs should be be signed by both parties, re-evaluated twice a year or at natural breaks in the education process, and modified to suit the changing goals and progress of the student/employee.

We found that the IEP was especially important in ESL/JSL classes where a student or employer might define success as "fluent English". This goal is not realistic for many students due to limited time and attention to study and poor beginning learning skills. At best, the process of learning a second language is slow and may be unrewarding on a weekly, or even monthly basis. The IEP can detail smaller, realistic benchmarks of success that are directly related to job skills and which keep the student, the employer and the instructor motivated toward continued learning.

Questions to Consider When Developing an IEP:

1) What are the individual student's goals for employment and education? Both in the short-term and long-range? Is he or she expecting or hoping for a promotion? To what level or position in the business would the employee ideally like to advance? Is the student/employee satisfied with his or her current work situation and wanting to learn English for other reasons?

2) What are the supervisors/and or manager's goals for this student/employee? Does the supervisor think that the employee would be appropriate for work in another area of the industry or business if English language skills was not a mitigating factor?

3) What are the results of the assessment process? Did the student complete all of the assessment measures? If not, why not?

4) What level of language proficiency is the student? What are the competency benchmarks for that level? Are both ESL and JSL competencies defined on the IEP?

5) What are the employee's personal communication goals? Are there progress benchmarks for this type of communication goal?

6) What support services have been identified that will increase the student/employee's chances of achieving success in the ESL/JSL language program?

IX

EVALUATING STUDENT PROGRESS IN THE PROGRAM

Fostering Realistic Expectations for Student Progress
Learning a Foreign Language is a Long-Term Proposition

Ensuring that both students and their employers understand the long-term educational goals of the project is very critical. *The Literacy Line!* staff was concerned about supervisors on the job not noticing major gains "quickly enough" and deducing from that observation that the employees were not working hard enough in the classroom, and maybe should not be given release time to attend classes. NVAS staff tried to keep unrealistic expectations for rapid success to a minimum. They explained what could be realistically learned while attending a class that meets only a few hours per week with students who are employed full-time and have families at home whose needs must also be addressed.

It became obvious during the first months of *The Literacy Line!* that only a few students could be expected to develop English language capabilities to any degree that would approximate fluency without years of instruction. "Fluency" in a few years is a concept that will apply to only the most motivated and brightest workers - and those that have the least interference from other barriers to concentration on their education. Workers, employers and instructors need to be prepared for small gains and to develop an approach that emphasizes the long-term gains.

This made it only more important for the curriculum to be developed around a job specific curriculum that would directly teach to the present job needs and future needs of the student/employees.

A Broader, Multi-Cultural View of ESL/JSL Literacy

As student/workers become educated, industry personnel become educated, too. Questions about understanding cultural influences can be addressed at Advisory Board meetings and in informal discussions among staff. It is important to discuss the goals that the adult school and the industry might have for employee promotions in pay and responsibility attendant upon learning English.

An Advisory board that does not have representatives from the minority culture to whom the program is addressed is not doing its job. These key advisors will make all the difference in enlightening staff as to potential problems with communication and curriculum and will have creative ideas for making the program more effective.

It is essential to ask the following type of questions:

1) Do employees want to be promoted and to move to other areas of responsibility and stable employment or is this a goal of the supervisors and educators for them? We discovered that, for many of the migrant employees studying with *The Literacy Line!* , they did not want to move "up and out" of the vineyards and considered their time off during the Christmas season to be a "bonus" of the job when they could go back and visit their families in Mexico. Their goals were different than what we first expected. In some cases, a "higher up" position actually earned less than working in the vineyard, so if the employee was not career-motivated, he or she was not interested in moving up in the organization.

2) How should the adult school view and teach employees who see "competing" for a job against their co-workers (or sometimes even coming up with the correct answer in class) as unsavory business?

3) What should teachers be telling students about speaking up to their supervisors and other authority figures when there are problems on the job? How far should instructors go with such life skills as assertiveness-training? Is it appropriate for every culture and every worker?

4) What are the reasons that any particular supervisor or member of management (or management team of any one business) might have for not wanting students to advance in their education and learn English? Will it mean more work for them as management? Is their facility based on a "low man on the totem pole" model of employment and there is no route for job advancement?

How can your business/education partnership team make self-esteem and self-worth the bottom line when teaching; when preparing employees for a higher quality life and the options they deserve to pursue in the focus industry? How can this project provide the basis for self-confidence that will allow workers in the wineries and vineyards to ask questions, take the initiative to make decisions and even gain respect in the broader community beyond their jobs?

For *The Literacy Line!*, a larger picture emerged as the first year went on; the positive outcomes of ESL/JSL skills training may not even be seen with such clarity in the immigrants themselves, but rather in their families. Better job skills translates into greater job stability; continuing education may well provide a model for children to follow their parents in life-long educational pursuits. Parents, through enhanced ability to communicate and higher self-esteem, begin to attend Parent-Teacher Conferences at their childrens' schools. All of these factors will allow immigrant families to integrate more fully into the Napa Valley community. Though NVAS has gained entrance to the lives of the employees at the wineries and vineyards through a program that specifically teaches job specific literacy, it is wise to value statements like this one made to an NVAS instructor:

> *I am here because I want to learn English so I can help my daughter with her homework. . .*
>
> Worker from Vineyard in the Napa Valley

Collecting Data on Student Progress
Once Instruction Has Begun

Forms to collect data on student progress (student, instructor and supervisor forms) should be developed at the beginning of the project by the Project Evaluator or Project Coordinator and translated into the primary language of the students by adult education staff. Progress can also be charted through use of the CASAS (California Adult Assessment System) Pre and Post Listening, Reading and Writing Tests.

But as always, with a new program, things are not as simple as they may first appear. On *The Literacy Line!*, one measure (Form 1.0, included in the Appendix) which was used in the Student Self-Report of Progress was not used as a post-test because of the persistent perception among students that the post-test meant that the program was over and they should have arrived at competency at that point, and were not being successful if they were still learning. Instructors wanted students to see themselves in an educational process, not at an ending point in their language acquisition. Students did not seem to be able to make that connection.

These attitudes and perceptions of students about adult education were continually addressed by instructional staff in the attempt to determine the best way for students and staff to chart progress and cooperate in this learning venture. For students who may never have been through an educational system that relies so heavily on "testing", the process of testing, the comparison with other scores and the inescapable evidence that they didn't know the materials (even though this pre-testing was presented in the most non-threatening manner possible) was demoralizing. This of course, was counterproductive to the entire idea of building trust and self-confidence in students.

Another factor that entered into the analysis of data in regard to student progress was the fact that the CASAS Writing and CASAS Listening Test scores are not geared toward conventional methods of analysis. For instance, there is not a standard means of identifying the progress a student has made, except by extrapolation from the figures of the CASAS Reading Test. The CASAS Reading Test indicates a one year improvement in competency for every five points increase in scores.

The original project plan for *The Literacy Line!* called for collecting monthly progress reports on student progress - both from the students and the supervisors. It was quickly established that this was an unwieldy goal - one that would overload the supervisors with paper work and would not be beneficial to the program. Although student progress reports were collected, it was also clear that in a program like this where students are learning a foreign language, many without reading or writing in their own native language, gains would necessarily be long-term. Monthly progress reports were not effective indicators of increasing language ability and were possibly even counterproductive in terms of morale as students, at best, would only be able to indicate tiny increments of increased English language ability.

Supervisor Reports on Individual Student Progress:

A rating form was developed to gather data on supervisor perceptions of employee language skills but was not used as extensively as originally planned for the following reasons: It became clear early in the project that there was the possibility of supervisors using the information as a basis for firing or laying off workers who did not obtain an adequate level of language skills after having been given time off work to attend class. The format that was considered to be "safest" and most effective was to give the supervisors the evaluation results as a group, with no names attached. This enabled management to track the group's progression and not single out individuals.

X

FACILITATING STUDENT USE OF COMMUNITY SUPPORT SERVICES

Support services between the adult education program, the industry and local support agencies and groups must be based on cooperative relationships

Facilitating the use of support services for the on-site student/employee is a very real part of most instructors' interactions with the students in the classroom. Students should be given individual counseling (which may be quite informal) whenever possible to assist with personal and employment issues that may be barriers to continuing their adult education and referred to appropriate resources within their community.

Instructors routinely serve as resources for dentists, physicians, GED programs and a myriad of other community support services. At one job site, an instructor who was concerned about the difficulty a student was having in classes arranged for Napa Valley college to perform special diagnostic testing to see if the worker had a learning disability that should be addressed. The vineyard company paid for part of the testing, and the educational psychologist waived the rest of his fee as a contribution to the project.

Adult Education Instructors as Advocates for Student/Employees

Instructors may find themselves in the delicate "trusted" role of teacher and confidante for the workers. Discussion during adult ed staff meetings should address this issue looking at the question of just how much advocacy is appropriate and what the role of the on site instructor should be when students are voicing grievances with the supervisor, co-workers or management of their work site.

For instance, during *The Literacy Line!* some instructors questioned whether or not workers were actually being given the instruction in safety hazards with pesticides that was mandated by law. Instruction booklets were often written in both Spanish and English but this was of little use to the worker who was illiterate in both languages.

In most cases, the best role for the instructor will be to listen and try to incorporate elements of employees' concerns into the curriculum. Teaching students to be assertive in asking for more information and questioning employers if they feel they were not adequately informed can become a core part of the curriculum and is more appropriate than attempting active intervention with management. This approach also fits in well with the often-stated employers' needs for teaching life skills to the employees along with job specific literacy skills.

Many agencies and individuals in the broader community will be able to provide essential back-up and support services to the project and to the student/employees:

1) Your local city and county library may have a program that trains literacy volunteers. The library might be willing to provide these tutors at little or no cost to the project.

2) Your local school district may have a school bus that is no longer being used to transport students, but which could be donated to the project (or sold to the project at minimal cost) for conversion into a mobile unit that would go out to the job sites to teach ESL/JSL. The school district might also be willing to provide the necessary materials and labor to convert it to computer classroom usage. Local artists might volunteer time to paint the bus and give it a "look" that would attract attention and promote the project as it travels throughout your community.

3) The local employment training office or adult education job training program will probably be willing to come to classes and talk to students about the services they provide to men and women who wish to pursue job training during the off-season or acquire job search skills once they have achieved an acceptable level of English proficiency.

The goal of students being able to take advantage of local educational and employment resources based on improved English skills in most cases will be a long-range rather than short-term goal for literacy students at the job sites. The majority of the students will need several semesters of English language training before they are realistically at a stage of language fluency to be part of English employment training workshops and services. Likewise educational opportunities will possibly not be open to these students for several years. The goal of a project like this is a long-term one, however, expecting that some students will achieve their language objectives after years rather than months or weeks.

4) Your community may have an immigration lawyer who would come to the adult school job site classes to explain amnesty and immigration laws. This can be presented to the employer as a bonus for the business as it will eliminate many hours spent by employees working out amnesty and immigration issues on company time.

5) Labor unions may provide assistance in recruiting workers and encouraging workers to remain in adult education classes until their literacy goals are realized.

6) Local adult schools, high schools and community colleges may provide educational counseling for those who wish to pursue further education after acquiring ESL skills. They may also provide, at no or minimal cost, assessment for learning disabilities.

7) The employment development department can operate in their established support role by identifying those jobs in the community that require bi-lingual skills and may serve as short-term employment for workers who wish to return to the focus industry after the lay-off season.

XI
DEVELOPING THE TRAINING FORMAT

Determining an Appropriate Training Format for Your Project

When developing a training format you are asking the follwing types of questions: Who are you teaching? Do they have special needs? Where will the classes be held? How will the scheduling be set up to benefit the adult school, the employer and the student/employees? How will the curriculum be used in the classroom? Will there be a formal classrom?

The Literacy Line! used a training format involving both a mobile unit with computer-assisted instruction and a work site classroom. Students rotated between the computer lab and the classroom, using self-paced curriculum in the computer lab and a format of group discussion and participatory lecture in the classroom. An aide was in the computer lab at all times assisting students and providing support to the primary teacher. Classes were open-entry, open-exit; all students were assessed and placed in modules according to their skill level upon enrollment. Students were regularly monitored and assessed for progress, and were re-evaluated as to placement level as needed.

Classes were conducted in accord with the production schedules of the individual wineries and vineyards. No classes were held on-site during the "crush" or harvest weeks of the year when wineries and vineyards are at their most hectic and many employees are working double shifts. Most classes were three hours in length, meeting twice a week, with one class meeting once a week for three hours on Fridays. Employees were able to negotiate for release time at some facilities or attended class before or after work shifts.

Factors to Consider When Developing Your Training Format:

Volunteers used in the classroom or as individual tutors:

1) Who will train the tutors? Will they be bi-lingual? Discussion in NVAS *Literacy Line!* staff meetings suggested that volunteers in the classroom may not be an effective answer to providing assistance for the instructor at job site ESL/JSL learning venues unless they receive the specific training they need to be useful. Volunteers seem to work out best when the students are at varying levels, and the instructor cannot provide the individual attention that such a mixed-level class requires.

2) Will the adult education instructor or the classroom aide have the time to supervise the volunteer to make it a positive experience? If not, how is this volunteer time seen as being useful?

A permanent classroom versus storage space at the job site versus a mobile unit to carry materials:

1) Will there be a permanent classroom space at the job site? If not, where will the materials be stored? Is it possible to arrange for a permanent storage space at the job site if no classroom is available?

2) If there is no permanent classroom and no permanent storage space, who will bring materials to the classroom for use at each session? To what extent would carrying materials back and forth compromise the efficiency and ease of the program instruction?

Arriving at answers to these two questions may provide some of the back-up information that is needed to encourage your local schools or community businesses to donate a mobile unit that will transport all materials and greatly enhance the ease of operation of the entire project.

The classroom and mobile unit format for learning:

1) Will students rotate between a mobile lab and the classroom,? If so, how will this be set up - will they spend half of the session at each place, or will they rotate one day in the classroom, the next in the mobile unit, etc?

2) What will be the format in the classroom (i.e. individual study units, group discussion and participatory lecture?) Who will determine this format? Will it be the same at all of the job sites for all of the instructors? If not, how will it be different?

What About A Mobile Computer Lab?

To be functional for adult learners, the mobile computer lab should be equipped with computer carrels and chairs, lighting, heating and air conditioning, carpeting and cabinets to store adult education materials. The mobile unit could be a former school bus converted to a computer lab by the local school district. Some communities already have experience converting such vehicles into mobile educational units and computer labs.

Questions to consider when deciding on a computer lab or mobile computer lab:

1) How will the mobile lab be funded? Who will pay for gas, insurance and maintenance costs? Where will the vehicle come from? Will it be donated by a school district or private business?

2) What type of computers will be used in the mobile unit? Will there be an attempt to match computer hardware to what is found at the majority of job sites? Who will make this decision?

The Literacy Line! bus was equipped with two Apple IIe computers and an Imagewriter Printer, three MacIntosh LC Computers and a printer, plus 2 IBM computers and a printer. This computer hardware was chosen to allow for a full array of learning experiences on a variety of industry-standard equipment.

3) If the mobile unit or classroom is computer-instruction oriented, will the project use a combination of competency-based software developed for ESL training and software developed to teach basic computer literacy skills? Who will do the inservice training for the instructors?

We found that it took quite awhile to determine the best ways to maximize the computer use for both the instructors and the students. The software used to teach ESL/JSL for *The Literacy Line!* was previewed by many of the NVAS staff. Recommendations for appropriate software were received from staff, the coordinators of other job specific literacy projects around the country and software consultants for ESL and JSL programs. Throughout the project it was emphasized how important it is for instructors to be computer literate themselves - they have to be trained to be familiar with the materials that the students are using in the computer bus, even if they are not the primary instructor in the bus themselves.

4) Who will drive the computer bus? How will this person be trained? Who will pay for the licensing and insurance? The driver of *The Literacy Line*! bus was also trained to be an aide and could troubleshoot computer problems on the bus when they occurred.

5) Where will the mobile unit be located when it is not traveling to the work sites? Will security be a problem?

Scheduling logistics

Scheduling of classes must be predicated on the needs of the specific businesses who are partners in the project. To ensure cooperation and ongoing partnership, the project goals should emphasize maximum flexibility for the classes. In some industries, it will be impossible for classes to take place during the intense work periods of the different seasons - i.e. night spraying, harvest. Each facility will have to develop a schedule that is appropriate for their production schedule and their workers.

> *I felt that the whole program was so flexible and everyone wanted to fit our needs, that I had no problems with any of it. The adult school staff was more than willing to cancel classes if the weather was bad. They made arrangements to start classes 1/2 hour later during pruning because the workers needed that extra 1/2 hour of light to do their job.*
>
> Personnel Manager at Napa Valley Winery

Negotiating Release Time for Employees

A long-term goal of the project should be to work toward encouraging employers to provide release time for all employees who attend ESL/JSL classes at the on site facilities. During the course of the first cycle of *The Literacy Line!* , there were significant steps taken toward financial support for the program that developed out of the perceived positive value by the wineries and vineyards - ranging from granting release time for participation, to paying employees bonuses for attendance, to providing upgraded accommodations and increased access to students. The usual format for negotiating release time was to pay for one hour for every two hours completed in the classroom.

XII

CURRICULUM DEVELOPMENT

How to Insure a Strong Relationship Between the Skills Taught in the Classroom and the Literacy Requirements of Actual Jobs

The curriculum developed for *The Literacy Line!* correlated directly with specific job literacy requirements of the work sites and included some materials already in use in Adult School classrooms. A team of instructors worked on competency-based modules that are job specific for the wine industry: Some People Work in the Vineyards, Some People Work in The Wineries, and Some People Make Sparkling Wines, and are available for purchase through the Napa Valley Adult School, as arre a series of fifteen videotapes associated with this project.

Your curriculum should be designed for adults and reflect the needs of the work place. This is the main thrust behind a job specific literacy skills training project. Supervisors, managers and employees at the participating facilities must be willing to meet with the instructors and curriculum developer to assess precise literacy needs for the jobs in their skill areas. These needs can be determined formally or informally and will continue to change and expand as the project continues.

Look for evidence that increased skill levels will be required of employees in the near future

Some of the needs that your project can meet have not yet been established at the work site - these are the needs for skills training that come from projecting what the future will hold for employees. We wanted to use computers in out project to help teach ESL, but the bigger picture that emerged showed us that we should expand out vision of how we could use computers and how important computer literacy would be for future training.

Our initial survey indicated a growing need for computer literacy for employees throughout the wine industry. Wineries and vineyards are no longer "mom and pop" operations - they have become highly sophisticated as the wine industry has become a "big money" business in California. Facilities depend on high technology approaches to problem solving and use computers in a myriad of situations besides routine administrative work. For example, temporary computer labs are set up in on-site trailers for immediate analysis of data coming in from the fields. This includes analysis of the sugar and acid content of the grapes to see if they are ready for crush - a delicate decision that must be made in a day but will have economic repercussions for years to come in terms of the quality of the wine that is produced. The list went on and on - when adult school staff interviewed the wine industry personnel about this coming automation, they were given over fifteen examples of jobs where computers are being introduced. The news was clear - the employee who could not relate to computers would find him or herself working at low pay in the fields - until that job too is eliminated by automation.

Based on this information, the adult school was able to create and include a strong integration of computer literacy into its plan for skills training for employees.

General Curriculum Development

The learning modules for the classes should be developed with input from 1) adult education staff, 2) student/employees, 3) supervisors and 4) management of the wine industry facilities. Expect that the curriculum will be constantly evolving and that the curriculum appropriate at one facility will not be appropriate at another. Supervisors and students will come forward with special English language communication concerns and problems. Instructors will trade curricula back and forth between classrooms at different sites.

Competency-Based Modules

An ongoing aspect of the curriculum development will be the creation of competency-based modules for learning. Adult education staff should meet on a regular basis as a group to develop modules and define learning parameters. Each of the modules can be turned into a competency-based benchmark for progress for students, defining success as the student's ability to perform the writing, speaking or reading task that is presented to them.

The Advisory Board and Its Input on Curriculum

The Advisory Board, made up of adult education staff and supervisors and management from the various businesses will be indispensable in providing insight and direction to the project. Strong friendships and working partnerships will be forged between the facilities' managers, supervisors and the adult education staff. Advisory Board members should be encouraged to see their role as critical in the success of the project. During initial meetings, they should be encouraged to :

1) Clearly state their needs for the practical English-language communication education of their employees

2) Participate fully in the goals of the program to train employees in job specific literacy

3) Bring examples of job specific literacy needs to instructors to be analyzed and incorporated into the curriculum

4) Work hard to recruit students and encourage their continued attendance in classes.

The Advisory Board's ideas and observations can be incorporated into the curriculum and their ideas for direction of the teaching and scheduling needs should be taken seriously throughout the process. This is a time when people from several of the participating work site facilities can come together and share ideas and concerns about the project. This informal exchange of information will be invaluable to the success of the project.

> *Advisory Board meetings centered around the questions," This is what we're doing now at your site - what else would you like us to do? How can we do it better?" Everyone was pretty straight-forward about saying what they thought would work better. I think the people from the wineries really understand that we are only in this to improve their program - and we think they know better than anyone what their employees need to learn at the job site."*
>
> NVAS Literacy Line! Instructor

Job-Specific Literacy Curriculum Development

The person in charge of curriculum development will collect all relevant written materials from staff at the facilities (i.e. instruction manuals for equipment use, safety manuals, in-house instruction for various job duties) and these will be incorporated into the curriculum and developed into competency-based modules.

Informal Curriculum Development

Dedication to developing an interesting and comprehensive curriculum seemed to be the byword for many of the instructors of *The Literacy Line!* The excellent rapport between the NVAS staff and the winery personnel led to informal curriculum development in many instances, such as managers coming into the classroom with purchase order forms and asking the instructors to teach the workers how to accurately fill them out.

> *At our site we ended up helping to rewrite the forms for the finishing room because one of the workers has diabetes and can't read the small print. In another job, he might have been let go, or had his responsibilities taken away. He certainly couldn't speak for himself in English. Here we were all able to cooperate and make it a learning experience for the worker and the winery.*
>
> NVAS Literacy Line! Instructor

There were many examples of communication problem areas brought to class by students or the supervisors. For instance, memos are the order of the day at many job sites, yet how to write a memo (perhaps leave a note for an employee on a next shift about a problem at the site or a needed repair) and how to decipher what someone else has written were mysteries for student/employees.

> *Jim, The machines #7 and #8 are still not working. I hope you will fix them as soon as possible. Also the light in the tunnel #17 isn't fixed yet. I put your tools in the toolbox. Thanks, Ramon*
>
> Memo Written by Student/Employee at Napa Valley Winery

An NVAS instructor at one of the job sites was told that, after some weeks of English class, "For the first time ever, my supervisors, your students, are writing me notes about things that are happening at the job." On the surface we have clearer communication at the job site. But just underneath, runs the personal vein of pride in getting a message across in a new language. In fact one of the students who had written a memo to workers on the next shift about watching out for wet paint, also sent it to the President of the winery, so that he, too, could see his progress in the class!

What does this mean? For one thing it turns the corner on communication that must always be delivered in person or not at all. The worker with something to say can now leave a "memo" and go on with his or her job, not have to wait until he or she is face to face with the person with whom they need to communicate.

> *A worker came into the classroom and told me about his job - to add up the number of bottles in the bottling room and do a simple inventory. He didn't know how to do the math - to add or subtract, much less do the fractions that were needed for figuring out the how many big bottles go into small bottles. Our philosophy is - if they have to do math on the job, and they can't do it, we teach them the math.*
>
> NVAS Literacy Line! Instructor

A student at one job site asked the instructor to teach basic math that would facilitate inventory, knowing how to add and subtract many wine bottles went into a case. Supervisors corroborated that there are a large number of errors in inventory due to limited or non-existent math skills.

Another winery supervisor asked instructors to prepare students for the math test that must be taken before employees can be considered for promotion to the winery cellar. He felt that many employees could be in line for such a promotion if their math and English skills were upgraded. Supervisors have also asked instructors to work with employees on writing up work orders and preparing injury reports. NVAS staff developed an entire curriculum component to deal with injury reports based on this information. They brought in pictures and worked with students on describing exactly what was happening, explaining all the details. A creative addition was a cassette tape of an interview of an accident which could be played over and over until students could understand the dialogue, the questions and converse about the details.

> *"We enjoy this class because we learn to write, pronounce, spell, talk and think in English. Now we can talk more with the supervisors and the mechanics. When we have problems with the machines, we can tell them what happened. We are learning the names of the machines, the parts, the signs and safety."*
>
> Quote from a Literacy Line! student in the Domaine Chandon Employee Newsletter

Formal Curriculum Development

The general plan for analyzing jobs and job tasks is to have adult ed staff meet with employers and discuss the jobs that company employees do. Together they fill out a Job Skills Analysis Form (See APPENDIX) The adult ed staff then focuses on those jobs that require some form of literacy attention - listening, speaking, reading, writing and computational skills.

A second part of this process is to ask employees to assess their skills as described on the literacy matrix. They circle that they can do a particular skill "easily", with difficulty", or "not at all".

Additional job specific literacy curriculum is developed by:

1) Analysis of a) written work manuals
    b) analysis of safety manuals
    c) charts and posters of warnings and regulations
    d) operating instructions for various machines and tools
    e) health instructions and warnings for chemicals used in the fields and wineries
    f) on site written instructions
    g) oral instructions routinely given to employees

2) Interviews with supervisors who define areas of literacy which are relevant to their workers but which may not be overtly expressed in present written materials. For instance, workers may have a job in the fields, but periodically have to speak with English-speaking people who drive delivery trucks onto the property and ask directions for how to get to the main warehouse.

3) Analysis of communications skills needed by employees to better work with supervisors and co-workers; i.e. how to ask for clearer instructions, how to ask for help, how to talk about problems on the job and who to talk to.

4) "Walk through" of employees' jobs to assess what they are actually dealing with in their day to day work. It is not enough to spend time in the classroom guessing what a student needs to know on the job. A "walk through" will open the eyes of instructors, supervisors and employees to the many areas and situations at the work site that require English language skills.

5) Purchase of manuals and curriculum from other projects and job sites, i.e. University of California Extension pesticide safety booklets. Talk to migrant education programs, the state department of education and other industries who hire people from the same minority group. Check with libraries and vocational training schools to see if audio cassettes or videotapes are available (The Napa Valley Adult School has a video tape series produced especially for this project that depicts many work situations in the wine industry - these tapes are available for purchase. Other adult education programs may ave similar materials for loan or purchase).

6) Interviews with employees to determine areas where inadequate language skills and job literacy create problems on the job.

Your staff will work with both employees and their supervisors to determine exactly where communication problem areas exist and create study modules to reflect these issues. Your focus industry may see part of your adult education role as helping the employees to see the "big picture" of where they fit into the industry process.

My Contribution to Schramsberg

> *. . . Is doing a variety of jobs from riddling to working on bottling lines. I must be alert and pay attention to everything. I must make sure riddling is making good progress. Because if this is going well, I feel satisfied with myself. This tells me that the work is being done properly. I do my work with pleasure because this is the only way work will be efficient and of good quality. Another way I contribute is by saving as many supplies as possible. . .*
>
> Employee Writing About His Contribution to His Job at the Winery

At one winery facility, the supervisor held "boot camp" for instructors, spending the entire day with them at the work site, getting them oriented to the facility and the job tasks that employees were expected to accomplish during the workday. Instructors were able to get the "big picture" of work at the facility. They used the information from the day to create lessons for their students.

> *At Domaine Chandon we taught from the brochure about sparkling wines. We also wrote down the safety signs at the work stations and photographed all of the important signs in the winery and in the vineyards. We made sure the students knew what the signs meant and why they were using the safety equipment. We went through the safety/pesticide manual with them and helped them understand and work on injury reports.*
>
> Literacy Line! Instructor at Domaine Chandon Champagnery

NVAS Instructors' Recommendations for Further Curriculum Development:

The following recommendations were made by our adult school instructors after one year of progress in *The Literacy Line!* We believe you may also find these suggestions to be helpful:

1) For advanced students, purchase a class set of high interest, maybe 5th grade level, reading books. Purchase short-literature books to get the students really reading.

2) Continue to work on creating a curriculum that is unified between work sites and classrooms whenever possible. It would be helpful if teachers were teaching the same material (for the appropriate level) program-wide.

3) The very poorest language students frequently have exceedingly poor math knowledge. They lack addition and subtraction skills. For them to improve in their jobs, this must be addressed on a regular basis.

4) There should be minimal emphasis on materials, copies, texts and technology and more emphasis on various types of interaction students encounter everyday at the job.

5) For even moderate fluency to be considered a possibility, consider presenting the work site literacy program as a five or six year curriculum. A commitment to a year of learning should be the standard for acquiring JSL skills. Make sure that supervisors, management and student/employees understand this long-term perspective.

6) Take a topic every quarter and develop it into a broad-based curricula that can be refined and expanded to meet the needs of the individual job sites. Hand in hand with this will go the strengthening of the instructor/business relationship so teachers will have access to all of the forms and labels to create methodology for the lessons.

7) Homework cards can be developed with English language interaction situations to be created and used by employees both on and off the job site. Students can check off which interactions they have participated in or noticed happening around them.

8) Connect with other community literacy programs to bring together members of families who are all studying English in creative activities. *The Literacy Line!* made arrangements with our Family English Literacy Project to put curriculum cassette tapes in with English language study kits that are used by migrant children in the schools. There is also a coloring book for children to use that focuses on the jobs that happen in the wineries and vineyards.

Life Skills Curriculum Development

It became apparent early on in *The Literacy Line!* cycle that communication that was not directly job-related but which occurred during the work hours was of critical importance and should be addressed during ESL/JSL classes. Employers emphasized to NVAS staff that personal communication goes hand in hand with job specific literacy. Supervisors were in agreement that the communication difficulties in the employees' personal lives affect worker productivity and efficiency as much as the job specific literacy demands of most of the various jobs.

> *We began teaching assertiveness training when one of the women employees missed her doctor's appointment because of confusion over the appointment time. How did this impact her job? She took time from her job to make the appointment, using a friend who didn't speak fluent English either as an interpreter, spent two extra hours at the doctor's office waiting for an appointment they didn't have listed, and then had to go back during another work day for a new appointment.*
>
> Literacy Line! Instructor

Supervisors and management asked NVAS staff to develop study units that address the type of literacy snafus that routinely occur when someone is not conversant in practical English. For instance, employees are frequently called to the telephone to speak with schools about a child who is absent or in need of assistance, to talk to a physician about an illness, speak with law enforcement personnel about an auto violation or to describe an accident at work. This type of personal problem must, by necessity, be addressed during work hours, but often requires a translator and intermediary (usually another employee at the site). Agonized and confused communication can take an hour to complete rather than the five minutes it might if the worker spoke English.

Written communications can be just as taxing. Filling out I-9 Forms, insurance forms, tax statements and legal documents can consume many hours for workers who can read and write English - they often become an impossible task for those who cannot.

At some facilities there are bi-lingual manuals or videotapes for many job tasks (unfortunately 60% of the vineyard workers are not functionally literate in their native language, Spanish), but there are no guides distributed to employees for the type of practical communication that occurs every day at the job sites, but which would not be considered "job specific literacy" in the strictest sense of the term.

XIII

DEFINING YOUR PLAN OF OPERATION OBJECTIVES and TIMELINES

The following Plan of Operation will give your organization a start-up model to follow in developing and implementing your program. At each step of the way, make sure you have identified:

a) Specific quantitative objectives to be reached for success in your project. Some communities may be attempting to reach 100 employees at 5 businesses, others may be reaching 3,000 at 100 businesses.

b) Specific dates for completion of objectives. Develop a realistic time line for the duration of the project.

PROJECT OBJECTIVES PROJECT SET-UP	ACTIVITIES TO REACH OBJECTIVES
1. Identify and hire a project coordinator, instructors, aides, project counselor and clerical aide/data collection person to work with the program By when: ______________________	1.a. Outreach for applications to minority community, ESL teachers in your County 1) Newspaper and radio announcements, and school district personnel bulletins, through agencies which deliver services to minorities
2. Create a cooperative environment between industry private businesses and adult school -ongoing during project By when: ______________________	2.a. Project coordinator will meet with upper level management and line supervisors to introduce the program and program goals and determine preliminary needs of facilities
3. Provide mobile unit driver training for the aides so they can also function as drivers By when: ______________________	3. Contract for driver training and certification through adult school or local school district
4. Set up on-site classrooms By when: ______________________	4.a. Consult with facilities management re: room requirements and location 4.b. Determine scheduling needs

5. To covert school bus for use as computer lab By when: ____________________	5.a. Purchase of equipment 5.b. Conversion of bus to lab

PROJECT FACILITATION/IMPLEMENTATION

1. Complete a comprehensive assessment of needs in ESL and Job Specific Literacy (JSL) for_______ employees By when: ____________________	1.a. Develop assessment instrument - 1.b. Identify industry facilities with more than 15 employees 1.c. Schedule assessment interviews through management 1.d. Using in-person interviews, supervisor evaluations, checklist form
2. Complete a comprehensive assessment of JSL needs and issues at _______ businesses By when: ____________________	2.a. Using in-person interviews with supervisors, management and employees 2.b. Identification of specific jobs 1) Requiring high technology /computer literacy 2) Where career advancement is hinged to language skills and job literacy 3) Where employees could move laterally with improved ESL and JSL skills 4) All major job classifications and tasks within the facility where minority workers are hired
3. Identify _______ employees who are in need of ESL and JSL adult education By when: ____________________	3.a. Pre-test with CASAS 3.b. Identification by supervisor 3.c. Self-referral/self-description 3.d. Use 1to 5 pt rating scale for JSL skills
4. Develop a competency-based curriculum for JSL for the industry that will be in use in the classroom by July 1, 1991. By when: ____________________	4.a. Organize by job tasks, use actual job materials as instructional texts 4.b. Meet with supervisors and employees to analyze job tasks and materials used in the work place

	4.c. Collect written task-related and instructional materials from work place 4.d. "Walk through" identified jobs to gather literacy information and clues 4.d. Use available "literacy audit" tools 4.e. Analysis of frequent job-related oral communications 4.f. Use of Eureka Career Search
5. To develop a bi-lingual handbook of industry terminology By when: ____________________	5.a. Analysis of focus industry terminology 5.b. Select most frequently encountered terms and vocabulary 5.c. Translation into native language(s) and English 5.d. Printing and dissemination of handbooks to students and supervisors

PROJECT IMPLEMENTATION

1.Recruit and enroll ________ employees in classes at on-site classrooms By when: ____________________	1.a. By work place announcements, orientation sessions, union and supervisor encouragement for enrollment 1.b. Information in local gathering places of minorities and industry workers (clinics Minority Network Offices, union organizing halls) 1.c. Individual interviews with specific employees who have been assessed as needing ESL or JSL instruction
2.Produce the following participant outcomes: * _____ students completing at least one semester of ESL, JSL instruction * _____ students achieving ESL, JSL competencies By when: ____________________ * _____ students achieving computer literacy * 80% of supervisors, staff and student/	2.a. Detailed assessment of ESL and JSL skills using CASAS, JSL assessment tools designed for employee's specific job description and work tasks 2.b. Develop Individual Education Plans - staff will review results of student assessments and meet with student to develop IEP

employees will rate program effectiveness at average of 4 on 5 pt rating scale at end of 18 month training period	with goals and time line for completion 2.c. Provide competency-based JSL training using curriculum developed for this project 2.d. Provide computer literacy training using ESL and JSL software 2.e. Provide 300 employees with support and counseling services 1) Classroom presentations by local amnesty and immigration resource people 2) Individual counseling/follow-up support as needed 2.f. Monitor and assess progress of students in classroom 1) Use of pre and post-tests in ESL, JSL and computer literacy 2) By instructor and supervisor observation and report - counselor will check with supervisor after every 30 hours of class instruction to assess skill transfer back to the job 3) By self observation and report 4) Competency-based benchmarks for learning modules 5) Pre and post-tests that simulate actual work situations.

PROJECT EVALUATION

1. Conduct analysis of project's effect on individual employees and industry facilities participating in project	2.a. Analysis of benefits/factors relating to employees 1) # employees using job search programs at NCETO/EDD during lay-off season 2) # employees moving laterally into other job classifications and avoiding layoff 3) # employees moving vertically in industry - career advancement

	4) # employees moving into positions requiring computer literacy skills 5) # employees exploring new areas of employment with greater job stability 6) Increased individual productivity on job 7) Improved communication with supervisors and coworkers 8) Reduction in safety and health-related incidents 2.b. Analysis of benefits/factors relating to industry as a business 1) Increased productivity for the facilities 2) Reduced supervisory time spent with LEP-related communications 3) Reduction in accidents and health-related incidents and less down-time associated with these incidents. 4) Increased stability in the migrant worker community; increased # of employees returning to "home facility" after layoff season 2.c. Use of self-reports from supervisors and employees 2.d. Interviews with supervisors and employees 1) Anecdotal evidence 2) Structured interview form 2.e. Analysis of production data, employee records, tracking of employees during 18 month period 2.f. Written report of final analysis with recommendations for program improvement
3.Conduct internal evaluations of progress toward goals rating progress and program effectiveness on scale of 1 to 5 at one year	3.a. Develop evaluation tools 3.b. Use printed evaluation measures and in-person interviews with adult ed staff,

intervals, with 80% of supervisors, staff, and students rating overall program effectiveness at average of 4 on 5 pt. scale	facility supervisors, management and student/ employees 3.c. Analysis of student progress reports

XIV

A PLAN FOR PROGRAM EVALUATION

Conducting an Ongoing Evaluation

Evaluation of student progress in the ESL and JSL classes can occur using:

1) CASAS (California Adult Student Assessment System) pre and post-tests

2) Competency-based benchmarks for learning modules

3) Self-report of progress

4) Reports from supervisors and work site management as to student progress and transfer of skills back to the job.

Six month internal evaluations of project goals and objectives and progress toward goals and objectives can occur using:

1) 5 pt rating scale evaluation measures

2) In-person interviews with adult ed staff, supervisors and management of wine industry facilities.

Questions to Be Asked During a Year-End Evaluation of the Project

DEMONSTRATED NEED FOR THE PROJECT:

1) Did the initial survey of the businesses in your community support the theory that workers in this industry were in need of the type of ESL/JSL training proposed to be offered

PROGRAM FACTORS:

1) Are the businesses you chose to be part of project assessed as having a need for the training for their employees?

2) Are student/employees assessed and placed in instructional modules based on the results of these assessments?

3) Are the project's procedures effective in reaching the target population?

a. Is the advisory board representative of the cross-section of participants, adult education staff and business leaders and did it provide direction and insight to the project?

b. Is recruitment effective? How does it take place? How are the management and supervisors approached and how is access to employees gained?

c. Is the mobile unit an effective way to deliver services?

d. Is the on-site classroom effective?

e. Is the scheduling of classes effective for the businesses as well as for students?

4) Are the activities of the project directed to the specific needs of the project participants?

a. Are the learning modules and the curricula job specific and developed with the input of the winery and vineyard management according to their stated concerns?

b. Are the learning modules and the curricula in line with stated needs and pre-test results of the student/workers?

5) Is staff selection and training appropriate and sufficient to accomplish the goals of the project?

a. Are the coordinator and recruiter able to communicate effectively with both winery/vineyard management and student/employees?

b. Are the instructors who were chosen to work with the program able to communicate effectively with the wine industry personnel and serve in a flexible and proactive capacity as intermediaries and teachers?

6) Does staff express confidence in and a positive attitude about the project?

a. Is the adult school staff enthusiastic about the project?

b. Does the winery/vineyard management and supervisory staff provide positive "buy-in" to the goals of the project?

7) Are the resources provided adequate to reach the goals set?

a. Is the mobile unit equipped adequately for the # of students requiring services?

b. Is the software selection appropriate for the goals of the project?

c. Is the choice of computer hardware appropriate for the goals of the project?

8) Are the support services adequate to provide back-up for employees and increase the possibility of success in classes?

PLAN OF OPERATION:

1) Have the project coordinators established measurable objectives for the project based on the project's overall goals?

2) Are the objectives of the project and the plans to use project resources successful?

3) Does the project plan include a vehicle for gathering information for program improvement?

4) Do the principal partners carry out their designated duties?

5) Are there any extentuating circumstances that interfere with the project's progress toward meeting the stated objectives?

a. What are the hidden public relations difficulties that have emerged during the course of the project?

b. What conflicts have emerged with staff and student/employees during the course of the project?

c. What difficulties have emerged as part of the winery/vineyard political climate that were not foreseen?

d. What difficulties arose for the student/employees that were not foreseen?

6) Have the objectives been modified to meet the changing needs of the target population?

7) Are the activities of the project building the adult school's capacity to continue the project with diversified funding?

a. How is the adult school building a positive relationship with the focus industry?

b. How are focus industry management and supervisors incorporated into advisory capacity?

c. What community public relations have been gained for the focus industry as a result of the project?

d. What outreach has the adult school taken to further funding from community organizations, private business, etc.

e. Is there a time line for furthering funding efforts?

XV
APPENDIX

XV
APPENDIX

1) SAMPLE CURRICULUM MATERIALS
2) SUPPORT MATERIALS FOR PROJECT
3) ASSESSMENT/EVALUATION INSTRUMENTS

SAMPLE CURRICULUM MATERIALS

1) Sample Lesson Plan for Interpreting Shipping Clerk Memo
2) Dictionary Used in Partnership with the Migrant Education Project
3) Computer Aided Instruction Framework
4) Software Used in *The Literacy Line!*
5) Employer Job Skills Analysis
6) Classroom Curriculum Framework

NAPA VALLEY ADULT SCHOOL

WORKPLACE LITERACY PROJECT: THE LITERACY LINE!

LESSON PLAN

Job Title: Cellar Worker

Job Task: Preparing wine bottles for export

Literacy Skill: Reading

Work Activity/Learning Goal (Objective): Workers will be able to read and interpret written memos regarding export orders.

Materials Needed: Intercompany memos, labels, stickers, world atlas or map (optional), vocabulary list and exercise.

Awareness: Ask the workers to name some of the countries/cities their wines go to. Find them in the world atlas.

Learning Activities:

1. Review vocabulary using the real items.
2. Have students read the vocabulary list and do the exercise.
3. Give students actual memos. Ask them to read and interpret them.

Evaluation: Give Skills Survey (Test)

VOCABULARY LIST

labels
stickers
export
agent
co-op

label
stick
apply
need
send

right away
rush
soon
by (October 25)

Exercise: Choose one word to fill each blank.

1. Put the ______________ (label, labels) and the ______________ (stickers, stick) on the bottles.
2. ____________ (Labels, Label) these bottles for export.
3. This is a ______________ (rush, soon) order. Send it tomorrow.

BEST COPY AVAILABLE

NAPA VALLEY ADULT SCHOOL

WORKPLACE LITERACY PROJECT: THE LITERACY LINE!

SKILLS SURVEY

Use the export order to answer these questions.
Circle the letter of each correct answer.

1. When did Beth write this memo?

   a) December 3, 1990
   b) March 22, 1990
   c) March 15, 1990

2. Who is sending the stickers?

   a) The new export agent in Paris.
   b) Rich
   c) Beth

3. How many cases of XB86 need to be rushed?

   a) 6 bottles
   b) 2 cases
   c) one case

4. Which wines don't need export labels?

   a) The rush order: C86 and XP87
   b) The soon order: C86 and R826
   c) The rush order: XB86 and XN84

5. What needs to be done to all of the bottles of wine?

   a) Change the labels
   b) Rush the orders
   c) Apply to the agent

BEST COPY AVAILABLE

Sample SSL
lesson develop.
from this me
follows -

SCHRAMSBERG INTERCOMPANY

TO: Rich
FROM: Beth
DATE: 3-15-90
SUBJECT: Export Labeling
FILE:

I need wine labeled for our new export agent in Paris right away. They're sending us stickers that have to be applied also.

			Change To Product
RUSH:	1 cs	XB86 ✓	TWMXB86
	1 cs	XN84 ✓	TWMXN84
	6 btls	XP87 ✓	TWMXP87
	6 btls	C86 ✓	TWMC86
SOON:	2 cs	XB86 ✓	TWMXB86
	2 cs	N84	TWMXN84
	6 btls	P87	TWMXP87
	6 btls	C86 } mini export labels	TWMC86
	1 cs	R326	TWMR326

Done
3/22/90
Rich

BEST COPY AVAILABLE

Instructional Design

Schramsberg

Task: Label wine for export orders according to written directions.

Work Activity/Learning Goal: Read and interpret written memos regarding export orders.

Student-Centered	Code	Enabling Objective(s)	Workplace Context
The student will	R1.	Recognize similarities and differences between words.	to prepare the export orders.
	R2.	Recognize similarities and differences between a series of numbers.	
	R3.	Read date and time.	
	R5.	Understand technical terms and abbreviations.	
	R7.	Understand written directions and instructions.	
	R14.	Understand words used in context.	

Dictionary - It is very difficult to compile an English/Spanish dictionary of technical terms. There is considerable variability in Spanish for some of the English terms. A word can be used in Spain, and be in the official dictionaries, but not be used by most people without higher education in Mexico, Central America, or those who learn Spanish in the U.S. The underlined words are the ones students will most likely understand. Sometimes this is a technical term, sometimes it is a more common word.

absorption zone = la zona pilífera de la raíz, la zona absorbente
acid = ácido
acid, total = la acidez total
acute = agudo/a
alcohol = el alcohol
alkaline = alcalino/a
ammonium sulfate = sulfato amoniaco
analytic lab = el laboratorio de análisis
anchorage = aferramiento; ancla
anther = la antera
aphid = el pulgón
arms (major, of grapevine) = las ramas, los brazos
atom = el átomo
available = disponible; available moisture = agua (humedad) disponible
average = promedio
bacteria = la bacteria; las bacteria
balance = la balanza (una bascula cientifica)
basic = básico
beer = la cerveza
beetle = el escarabajo
bench graft - el injerto de estaca
berry = el grano
bin = el arcón (pl. = los arcones); el cajón
birth defect = el defecto al nacer, el defecto de nacimiento
blood = la sangre
blood pressure, high = la alta presión
bloom = la brotadura (bud-break); la floración (flower & foliage budding)
boron = boro
botany = la botánica
boxes (50-lb.) = las cajas
branch, arm = la rama
brix = "brix" (mide el azúcar)

bud (cutting - to use as scion graft) = el esqueje de yema(SP), el injerto de botón, el plantón de yema
bud = yema (technically refers to latent, dormant bud, this is also less commonly used), brote, botón (the last can also refer to a flowering bud)
bud, scion = la yema injertada, el injerto de botón
budgraft = el injerto de yema (technical), la caña (common)
budgraft, after it is growing = la plántula (el retoño) enraizada(o), el crecimiento de este botón
budstick (used in grafting) = la varita, la caña; el injerto de púa (a graft done using a budstick)
bunch = el racimo, el bonche
bunch rot = la putrefacción del racimo
calcium = calcio
calcium nitrate = nitrato de calcio
cancer = el cáncer
canes = las cañas
carbohydrate = hidrato de carbono, carbohidratos
carbon = carbono
carbon dioxide = anhídrido carbónico, bióxido de carbono
carnivore = carnívoro
caterpillar = la oruga
cell = la célula
cell division = la división celular
cerebellum = el cerebelo
certified stock = la cepa certificada
champagne = el champán
chemical elements = los elementos químicos
chemical symbol = el símbolo químico
chlorine = cloro
chlorophyll = la clorofila
chloroplast = el cloroplasto
chronic = crónico/a
cirrhosis = la cirrosis
classification = la clasificación
clay = la arcilla, el barro
climate = el clima
cluster (of grapes) = el racimo, el bonche
colonies = las colonias
compete, to = competir
consumer = consumidor
cool = fresca
copper = cobre
corky bark = la corteza corchosa

BEST COPY AVAILABLE

cover crops = las cosechas de cubierta; cultivos de cobertera; cultivos de cubierta; cultivos de la maleza; la hierba
creek = el arroyo
crop = la cosecha, la producción
crush, the = la molienda, el despachurramiento
crush, to = moler, machacar, despachurrar
crusher-stemmer = la estrujadora, la moledora
cutting (general term) = el plantón, el esqueje (SP.), la varita, la vara, la caña
cutting (plant which forms after) = la planta de esqueje(SP), el vástago
decomposer = desbaratador (to tear down); desintegrador(to disintegrate)
deficiency = la carencia
degree Brix = los grados "brix"
degree days = los grados de ambiente
depress = deprimir
dessert wine = vino de postre
development = el desarrollo
diet = el régimen, una dieta
digestive system = el sistema digestivo
diminish = disminuir
dirt = tierra
disease = la enfermedad
division = división
DNA = el DNA
dormant = latente; letargo
dormant season = la estación invernizа; el letargo
drill a well = barrenar un pozo
drip irrigation system = el sistema de riego a gota; irrigación a goteo
drought = la sequía
ecologist = un ecólogo
ecology = la ecología
ecosystem = el ecosistema
emitters = boquillas emisoras
environment = el medio ambiente; medio circundante
environmentalist = un activista a favor del medio ambiente
enzyme = el enzima (f)
FAE = Los efectos fetales alcohólicos
FAS = El síndrome fetal alcohólico
fermentation = la fermentación
fermentation lock = la cerradura de fermentación;una válvula fermentadora
fermentation tank = la cuba (el tanque) de fermentación

BEST COPY AVAILABLE

VITICULTURE DICTIONARY - 4

fertile = fértil
fertilization = la fecundación; la fertilización
fertilizer = el abono; el fertilizante
fertilizer, complete = el fertilizante de todo propósito
fetus = el feto
field budding = el injerto de campo, el injerto de yema
filter = el filtro
flower = la flor
fog - la neblina, la niebla
foggy days = días nebulosos
foliar solution = una solución foliar
foliar spray = un rocio foliar; una solucion foliar para rociar
food chains = cadenas alimenticias
food webs = redes alimenticias; tramas alimenticias
frontal lobe = el lóbulo frontal
frost = la helada (weather); la escarcha (frozen dew)
frost protection = la protección contra las heladas
fruit = el fruto (what any plant produces)
la fruta (refers to specific fruit, e.g. plums, apples, etc.)
fungi = los hongos
fungicides = las fungicidas
fungus = el hongo
genus = género
glucose = la glucosa
gondola = el volquete (para la cosecha), la gondola, la góndola
gopher = el topo
graft, the = el injerto
graft, to = injertar
grape (fruit) = la uva
grape plant = la vid (the correct term), la viña (this means "vineyard" but some may use it to refer to a grape plant)
grapes = las uvas
gravel = el cascajo, el guigo
growing season = el período vegetativo
growth = el crecimiento
handlens = la lupa
hardpan = el subsuelo; la capa dura en el subsuelo
harvest, the = la vendimia(SP), la pizca, la cosecha
harvest, to (pick) = recoger, pizcar
heart = el corazón
herbivore = herbívoro
hooks = los ganchos

hybrid = híbrido; producir híbridos
hydrogen = hidrógeno
hydrometer = hidrómetro
infected = infecta; infectada
inherit = heredar
insecticides = las insecticidas
insects = los insectos
integrated pest management = el manejo integral de la plaga
interact = obrar entre sí
internode = el entrenudo
intestine, small = el intestino delgado
iron = hierro, fierro
irrigation = la irrigación
jointed legs = piernas articuladas
kidney = el riñon
kingdom = reino
lakes = los lagos
larvae = larvas
layers (of tissue) = las capas, los tejidos de células
leaf = la hoja
leaf blade = el limbo; la lámina de la hoja
leaf canopy = cubierta de hojas; el follage
leafroll = la hoja enrollada
links = vínculos (means bonds, relationships); eslabones (links of a chain)
litmus paper = el papel de tornasol
liver = el hígado
loam = la greda; "loam" (mezcla de arena y arcilla con sustancias orgánicas)
magnesium = magnesio
management = manejo
manganese = manganeso
manure = el estiércol
market = el mercado; el mercadotécnica
maturity = la madurez
medula = la médula
mental retardation = retardación mental
metabisulfite = metabisulfato
metabolize = metabolizar
methyl bromide = el bromuro metílico
metric system = el sistema métrico
micro-organism = el microorganismo
microclimate = el microclima
microscope = el microscopio

BEST COPY AVAILABLE

minerals = los minerales
mites = los ácaros
moisture = la humedad
mold = el moho
molecule = la molécula
molybdenum = molibdeno
mountains = las colinas
must = el mosto
natural predators = animales de rapiña
nematode = el nematodo (nemato = thread-like)
nervous system = el sistema nervioso
neutral = neutral
nitrogen = nitrógeno
node = el nudo
nodules = los nódulos
nursery = el vivero
nutrient = el nutrimento
nymphs = las ninfas
omnivore = omnívoro
order = orden
organic matter = materia orgánica
ovary = el ovario
over-ripe = pasado/a
oxidation = la oxidación
oxigen = oxígeno
pedicel = el pedicelo
pesticides = las pesticidas
pests = las plagas
petiole analysis = el análisis del pecíolo
pH = el pH (pe, á-che)
phloem = el floema
phosphorus = fósforo
photosynthesis = la fotosíntesis
phylloxera = la filóxera
physiology = la fisiología
pipes, irrigation = las pipas, los tubos
plow, to = arar
pollen = el polen
pollution = la contaminación
pomace = el desecho
potassium = potasio
potassium metabisulfite = metabisulfato de potasio

BEST COPY AVAILABLE

potassium sulfate = sulfato de potasio
pregnancy = el embarazo
premium wine = el vino premio
press = see wine press
prevention = la prevención
producer = productor
propagation = la propagación
propagation by layering = la propagación por acodo, ______ por rama
prune, cane = la poda de guía, la poda de caña
prune, to = podar
pump = la bomba
rachis = raquis
rain, rainfall = la lluvia, la precipitación
raw materials = materias primas
recycling = recobro
refractometer = refractómetro
respiration = la respiración
rip, to = desfondar
ripe = maduro/a
rocks = las piedras, las rocas
root hair = pelo absorbente, pelo de la raíz
root(s) = la raíz, las raíces
rootstock = la cepa (this also means root stem, not just rootstock); some people may know this as "el patrón"
rot = la putrefacción
roundworm = gusanos redondos
runner = el estolón, el tallo rastrero, el vástago
runoff = escorrentía superficial
sample, the = la muestra
sample, to = sacar muestra
sand = la arena
scar = la cicatriz; (pl.) cicatrices
scion = el sarmiento, la púa (this really means graft stick) - grafters who know both Spanish and English say there is no common term in Spanish for scion
sediment = las capas (lo que se asienta); el sedimento
seed = la semilla
segments = los segmentos
shoots, longer, but green (fruiting canes) = las guías, las ramas
shoots, new = los retoños, los vástagos, los renuevos
shoots, old (canes) = las cañas
silt = el cieno (terreno arrastrado por el agua)
soil = el suelo

BEST COPY AVAILABLE

sour = agrio
species = la especie (pl. las especies)
spider mite = un tipo de ácaro; la cochinilla (note: some people call the "sow bug" a cochinilla, it also refers to a little pig)
spores = las esporas
spray = rociar
spread = contagio
sprinklers = los rociadores
spur = la espuela, (plural - los espolones), los picos (very common)
stamen = el estambre
standard wine = vino de calidad media
starch = el almidón
stem = el tallo
stemmer-crusher = el molino y quitatallos
stigma = el estigma
stoma = el estoma
stomach = el estomago
streams = las riachuelas
subkingdom = subreino
subspecies = subespecie
suckers = retoños, chupones, cogollos, mamones, socas
sugar = el azúcar
sulfite = el sulfito
sulfur = azufre
sulfur dioxide = bióxido de azufre
sulphur dust = el polvo azufroso
survey = v: deslindar; n: el deslinde
surveyor = el deslindador; la deslindadora; el agrimensor
symptom = el síntoma
syndrome = el síndrome
table wine = vino de mesa
tank = la cuba (refer to cask, vat); el tanque (refer to "tank")
temperature = la temperatura
tendrils = los zarcillos
terrace = n: la terraza; v: terraplenar, escalonar
thalamus = el tálamo
thin, to = desahijar, entresacar
titration = procedimiento del análisis volumétrico
total acidity = contenido total de ácido
toxic = tóxico
training = el entrenamiento
transpiration = la transpiración

BEST COPY AVAILABLE

traps = las trampas
trellis = el soporte
trout = trucha
trunk (of vine, tree) = el tronco, el tallo
urea = la urea
valleys = los valles
variety = la variedad
veins (of leaf) = las nervaduras; las venas
vine = la parra, la viña (commonly used)
vineyard = el viñedo, la viña
viral = virulenta (o)
virus = el virus; los virus
warm = templado/a (adj.)
water stress = tensión for falta de agua
webs = telarañas; redes
weed cover = hierbajos
weeds = hierbas; malas hierbas; hierbajos
wet = húmedo/a (adj.)
wilt; n: marchitamiento; v: marchitar(se)
wine = el vino
wine cask = el tonel, el barril
wine cellar = la bodega
wine grower = el viticultor (grape grower); el vinatero (winemaker)
wine press (horizontal) = la prensa para uvas horizontal
wine press = la prensa de lagar, la prensa de uva
wine vat (stainless) = el depósito de acero fino
wine vat = el depósito del vino, el tanque
winery = la bodega, la guainería, la vinería, la vinatería
worms = los gusanos (general); lombrices (earth worms, intestinal worms)
yeast = la levadura
zinc = cinc; zinc
zylem = el xilema

BEST COPY AVAILABLE

January 7, 1992

This is an agreement between Migrant Education, Region 2, and the Napa Valley Adult School Workplace Literacy Project for the use of La Comunidad curriculum materials in exchange for English as a Second Language lessons.

The Workplace Literacy Project will develop language lessons for selected units of La Comunidad Viticulture curriculum. Credit will be given to Migrant Education, Region 2, for their materials. In exchange for the use of the viticulture curriculum the Workplace Literacy Project wil provide copies of all lessons as they are completed.

Lorraine Ruston
Lorraine Ruston
Workplace Literacy Coordinator
Napa Valley Adult School

Myrna H. Greene
Myrna H. Greene
La Comunidad Director

BEST COPY AVAILABLE

Computer Aided Instruction Framework

The following guidelines offer Workplace Literacy teachers a framework with which they can plan lessons and effectively implement computer aided instruction into the classroom. It is strongly recommended that the teacher tries running the computer programs before attempting to permit students to do so.

ESL LEVEL I → II → III

ALPHABET & KEYBOARDING

FERNANDO'S ABC's (MAC HD)
TALKING ABC's (A THRU Z) (PC HD)
WORD TRIX (PC HD)
DICTATION A & B (MAC HD)
ACCENT IMPROVEMENT (MAC HD)
ESL KEYBOARD (Sharon Elwell's Story) (MAC HD)
TYPING TUTOR (SRA -PC, MAVIS BEACON-MAC, MASTER TYPE-APPLE)
KEYSTROKES TO LITERACY EXERCISES (Varied exercises on all systems - floppies)

NUMBERS

ACTIVE ENGLISH ONE - NUMBERS AND THEIR USES (PC CD-ROM)
* LANGUAGE BUILDER (NUMBERS 1 &2, SHAPES & MEASUREMENT*) (PC & MAC HD)
CUE MATH DRILLS (APPLE)
MEASUREMENT (APPLE)

PERSONAL INFORMATION/FAMILY & FRIENDS/SCHOOL

LANGUAGE BUILDER (ACTION AT SCHOOL-VERBS, EMOTIONS, THE FAMILY)
ACTIVE ENGLISH 1 - FAMILY & FRIENDS (PC -CD ROM)
PICTURE OF ENGLISH WORD LIST# 1,2,3 and DISK #7,8,9 (APPLE)

COMMUNITY SERVICES & HEALTH

LANGUAGE BUILDER (COSMETICS, THE BODY 1& 2, THE DENTIST, THE DOCTOR, THE PLAYGROUND, THE POST OFFICE, THE SUPERMARKET, THE ZOO AND PETS 1 & 2)

PICTURE OF ENGLISH PEOPLE, OCCUPATIONS, CLOTHES LIST -DISK#7,8,9 (APPLE)

MAC ESL LESSON #4,5,6 Doctor Appointment, Describing Pain, Pharmacy (MAC HD)
ACTIVE ENGLISH ONE - GENERAL SCIENCE (PC-CDROM)

TIME, RECREATION & LEISURE ACTIVITIES

LANGUAGE BUILDER (CALENDAR, TIME, WEATHER & SEASONS)
LANGUAGE BUILDER (ACTION AT THE GYM-VERBS, ENTERTAINMENT, HOBBIES & GAMES, MUSICAL INSTRUMENTS, OTHER SPORTS, SEWING & SUNDRIES, SPECTATOR SPORTS, WATER SPORTS, WINTER SPORTS)
ACTIVE ENGLISH ONE- TIME OF DAY (PC CD-ROM)
ACTIVE ENGLISH ONE - SELF DEFENSE (PC CD-ROM)

THE PRINT SHOP (Make holiday cards & banners)
(MACS & PCS HD, APPLE FLOPPIES)

HOUSING

LANGUAGE BUILDER (ACTION AT HOME -VERBS, HOUSING, KITCHENWARE, THE BACKYARD & GARDEN, THE BATHROOM, THE BEDROOM, THE DINING ROOM, THE KITCHEN, THE LAUNDRY ROOM, THE LIVING ROOM, THE NURSERY)

VOCABULARY - HOME VOCABULARY (PC CD-ROM)
MAC ESL LESSON # 1,2,3 LOOKING FOR A HOUSE, TALKING TO THE LANDLORD, CALLING REPAIRMAN (MAC HD)

BEST COPY AVAILABLE

LANGUAGE BUILDER (ACCESSORIES, MENS & WOMEN'S WEAR, MENS WEAR, WOMEN'S WEAR)
LANGUAGE BUILDER (FAST FOODS & SNACKS, FRUIT, MENU, MONEY & BANKING, SHAPES & MEASUREMENT, VEGETABLES)

PICTURE OF ENGLISH - WORD LIST. #1,2,3 AND DISK #7,8,9 (APPLE)
ACTIVE ENGLISH TWO - FINDING YOUR WAY - ALMOND OIL (PC CD-ROM)
MATH BLASTER (MAC # A HD)
ESTIMATION QUICK SOLVE 1 & II (APPLE)
CUE MEASUREMENT (APPLE)

WORKPLACE & EMPLOYMENT

LANGUAGE BUILDER (CONSTRUCTION, ELECTRONICS, OCCUPATIONS 1& 2, THE MILITARY, THE OFFICE, TOOLS)
LANGUAGE BUILDER - YOUR DATA (VINEYARD CURRICULUM)(MACS & PCS HD)
IN THE PRINT SHOP (MAC HD)
PICTURE OF ENGLISH -PEOPLE & OCCUPATIONS DISK # 7,8,9 (APPLE)
WORKING WORLD DISK #10
MAC ESL LESSON #7,8 & 9 Looking for a Job, The Interview, First Day on the Job (MACFLOPPIES)

TRANSPORTATION & ENVIRONMENT

LANGUAGE BUILDER (ROUTES & ROAD SIGNS, SPACE, THE AIRPORT, THE CAR, THE CITY, THE FARM, THE TRAIN, THE BUS THE TAXI, THE U.S. THE WORLD)
LANGUAGE BUILDER (BIRDS, FISH & SEA ANIMALS, INSECTS & RODENTS, LAND & WATER, THE BEACH, THE WATERFRONT)
PICTURE OF ENGLISH - TRANSPORTATION DISK # 12 &13 (APPLE)
STATES & CAPITOLS DISK #4,5,6
ACTIVE ENGLISH TWO - WEATHER & CLIMATE (PC CD-ROM)

GRAMMAR

GRAMMAR MASTERY I & II -(PC and APPLE FLOPPIES)
EG107- ENGLISH GRAMMAR COMPUTERIZED (MAC HD)

GENERAL VOCABULARY BUILDING

LANGUAGE BUILDER (OPPOSITES)
PICTURE OF ENGLISH DISKS 1,2 & 3 (includes graphics)(APPLE)
WORDS OF THE WORLD (Game - Spanish translation available)
ESSENTIAL IDIOMS IN ENGLISH (LEVELS 1,2,3) (APPLE)
WORDS AT WORK (COMPOUND, PRIFIXES & SUFFIXES) (APPLE)
SCRAMBLE GAME (PC HD)

COMPUTER LESSONS & TUTORIALS

WELCOME TO MAC ESL (STUDENT TOUR)
MAC BASICS (MAC FLOPPY)
APPLE PRESENTS APPLE - AN INTRODUCTION (APPLE 11)
WHAT'S IN THE BOX (PC HD)
WORKS (PC HD)

BEST COPY AVAILABLE

SOFTWARE FOR TEACHERS TO BECOME FAMILIAR WITH

IMPORTANT: Make sure you know how to exit all programs and prepare all computers for shut-down.

IBM

Active English One CD ROM This program runs off the CD ROM and therefore can only be run on one computer. Students use headphones. It is basically a listening program. It is quite advanced. It provides lots of vocabulary in the context of an American high school.

Look at the program and think about how you can use it as the basis for discussing the differences between high schools in the U.S. and in Mexico.

English Vocabulary - Home CD ROM This is similar to Active English One. It is another listening exercise.

Language Builder - There are seventy categories in this program. The word lists are in the manual. (Appendix D) There are also teaching suggestions (Appendix C) and lists of idioms associated with the categories (Appendix E).

Try all of the exercises in this program. Be ready to show your students how to choose the exercises that will be most beneficial.

Also, plan lessons that will introduce this vocabulary. After the students practice on the computer, plan a follow-up lesson.

NOTE: This program is also on both MAC computers. Four or eight people can work on it at the same time.

Data Creator - We can use this program to make our own exercises! You need to put each vocabulary word you want the students to study in a sentence that shows its meaning. (e.g. "__________makes both red and white wine.")

This program only runs on the IBM. Title: English Editor

SRA Beginning Typing This is the program the adult school typing classes use. Also Sharon Elwell's "Keyboard English" program is based on this.

Eight in One - Word Processing. Learn how to use the spell check.

MAC

Accent Improvement These are minimal pair drills with sound. They are a good follow-up to the Sounds Easy program. Go through the drills yourself to get ideas on how to do follow-up lessons. Copies of the words used in the drills are in the file box on the bus. The file name is **Linguatec**, (the name of the company).

EGC107 English Grammar Computer Grammar drills and practice. Let's look at this and see how it can be used as a follow-up to Real Life English Grammar.

In the Print Shop This is a story in a workplace setting. Students read the story and can listen to it too. There are exercises for them to do that are related to the story. Try with students on the intermediate to advanced level. As a follow-up, you might ask students to write a response to what they would do if they were in a similar situation (as that which was shown in the story). **Be sure to try this program before you have your students do it. Also, be prepared to spend some time with the students as they go through it.**

Copies of these lessons have been printed out. Look in the file under **Linguatec**. (There are also copies in the office. Ask Lorraine.)

Speakware Dictation: Dictation A This program consists of four or eight line conversations about food. Students can listen to the dialogue and either do a multiple choice exercise or try to type the line from memory. Copies of the conversations are printed out. Look under **Linguatec**.

Dictation B This program consists of dialogues that are more job -related. They are suitable for advanced students. Suggestion: Present the material from the hard copy (filed under **Linguatec**) before the students work on the computer.

Word 5.0 This is an excellent word processing program. Learn how to use the spelling check.

Mavis Beacon Teaches Typing A fun typing program. Try it. Learn how to get in and out of it.

Words of the World Multi-lingual word game

Learn to Type Another typing lesson

APPLE IIe

Essential Idioms in English There is a list of all of the units and the idioms taught in each one in the file box. Consult this list in order to do pre-teaching and follow-up lessons. (Note that Dave has created two lessons for Unit 15. Additional contributions from others will be welcome. Put them in the file. File title: **Idioms**). The lists are in the Essential Idioms binder.

Words at Work Three disks with lessons on compound words, prefixes and suffixes. See lists in yellow notebook.

Bank Street Writer and Speller Word processing. You need to learn how to use data disks with this program.

Classwriter Word processing.

ESL Keyboard - This is Sharon Elwell's keyboard lesson. The typing practice is combined with stories that are relevant to our students. Suggestion: Go over the lessons (readings) in class before they practice on the computer. The stories really are fun. You will need to teach new vocabulary such as "faded", "fad", etc. The stories are in the file box under Keyboard ESL.

Feelings - Another Sharon Elwell original. Check it out.

NAPA VALLEY ADULT SCHOOL

WORKPLACE LITERACY PROJECT: THE LITERACY LINE!

Employer Job Analysis

Company ________________

Job Title ____

1. List main job tasks: (sequential order)

2. Additional tasks that come up occasionally

3. Tools and Equipment:

4. Safety (employee should be careful about):

5. Read (employee needs to read these materials):

6. Write (employee needs to write):

7. Math (employee uses numbers to):

8. Speak/Listen (employee needs to:

talk to______ about______

To	About

Adapted from EDSI, Inc., 1991
(Educational Data Systems, Inc., Dearborn, Michigan)

General Workplace Competencies

General Behavior

Give and respond to greetings
Express lack of understanding
Ask for clarification
Ask for help
Apologize for mistakes
Deny false accusations
Express need
Describe problems and discuss solutions
Give and follow simple directions
Describe location of objects and places
Understand oral instructions
Understand simple written instructions
Clarify instructions
Modify a task based on change of instructions
Interact with co-workers (non-Spanish speaking)

Job Specific English

Request vacation/ time off
Discuss work schedule
Ask about hours
Read time sheets
Report absence at work
State reason for absence
Report late arrival
Give reason for need to leave work early
Leave telephone message
Spell name orally
Read and understand safety information
Read and interpret maps and charts
Give safety warnings
Fill out simple applications,forms and accident reports
Write notes and memos
Understand paycheck, overtime pay etc.
Describe work activities
Describe specific work skills
Read and interpret a work order
Describe individual contribution to the company
Enter information on a computer
Show basic understanding of the winemaking process and/or vineyard practices

Job Specific Math

- Count and measure
- Figure proportions (scaling up)
- Estimate
- Figure equivalents, fractions and percentages
- Interpret graphs and lines
- Read gauges

Specific English Skills

Grammar

- Use of the verbs "to be" and "to have"
- Wh- question words
- Use of present and present continuous tenses
- Use of future tense "going to "
- Expressions of location
- Use of prepositions
- Direction words
- Short answer to yes/no questions
- Use of simple modals - can, could,may
- Use of "since" and "for" in response to "How long" questions
- Past tense of regular verbs
- Past tense of common irregular verbs - particularly instruction verbs such as put, make, take, bring etc.
- Ability to spell name, street address, worksite and other personal information
- Use of common contractions
- Polite requests - I'd like vs I want
- Why questions
- Use of " because"
- Use of "have to"
- Use of negative "don't" and "doesn't"

Pronunciation

- Sounds of English
- Reduced Forms
- Intonation

Vocabulary

Alphabet
Numbers
Question words
Body parts/ Diseases/ Ailments/Medicine
Weather/ Climate/ Temperature
Location words - here, there, over there etc.
Direction words - left, right, north, south etc.
Dates, days, months, seasons
Time
Measurement words
Clothing
Tools and equipment
Verbs describing daily tasks
Sight words for reading and spelling
Abbreviations

SUPPORT MATERIALS FOR PROJECT

1. Schedule of classes for The Literacy Line!
2. Article in eNVee Magazine - "Literacy Line Aims to Bring Good English to the Vineyards"
3. Flyers for Classes
4. Article in Napa Register, 4/12/92, "Literacy On A Roll in Valley"
5. Memo from Juan Moreno "To All Staff. . ."
6. Summary of Comments by Students in Margaret Killingsworth's Class

The Literacy Line

The Literacy Line is a workplace literacy program for winery and vineyard employees in the Napa Valley. It is a partnership between Napa Valley Adult School and the wine industry. Currently it is being funded by a grant from the U.S. Department of Education. The wine industry has contributed by giving classroom space, electrical hook-ups for the bus, and in some cases, release time for workers who attend classes.

Classes are being held at the following sites:

*Beringer Vineyards
T-Th 5:30-7:30p.m.

Domaine Chandon, Carneros
M-W 3:00-5:00p.m.

R. Mondavi, Carneros
M-W 4:00-6:00p.m.

R. Mondavi, To-Kalon
M-W 3:30-5:30p.m.

Schramsberg
M-W 3:30-5:30p.m.

The Hess Collection
M-W 5:00-7:00p.m.

Domaine Chandon
T-Th 3:30-6:30p.m.

Jaeger Vineyards
Friday 1:00-4:00p.m.

R. Mondavi, Oak Knoll
T-Th 4:00-6:00p.m.

*Joseph Phelps, Stonebridge
M-W 6:00-8:00p.m.

Winegrowers Farming Company
T-Th 5:00-7:00p.m.

Napa Valley Adult School
*M-W 7:00-9:00 p.m.
T-Th 7:00-9:00 p.m.

***** *Space available for students from other ranches/wineries***

For information, please call Napa Valley Adult School at 253-3594. Ask for Lorraine Ruston or María López.

"The Literacy Line"

"The Literacy Line" es un programa para enseñar inglés en el lugar de trabajo para trabajadores del campo y fábricas de vino en el Valle de Napa. Es una sociedad entre la Escuela de Adultos y la industria de vinos. En la actualidad este programa ha sido posible por un presupuesto que la Secretaria de Educación de los Estados Unidos ha provisto. La industria de vinos ha contribuido con salones de clases, enchufes eléctricos especiales para el camión, y en algunos casos horas pagadas para trabajadores que asistan a clases.

Las clases se llevan a cabo en los siguientes lugares:

*Beringer Vineyards
Martes y Jueves 5:30-7:30p.m.

Domaine Chandon, Carneros
Lunes y Miérc. 3:00-5:00p.m.

R. Mondavi, Carneros
Lunes y Miércoles 4:00-6:00p.m.

R. Mondavi, To-Kalon
Lunes y Miérc. 3:30-5:30p.m.

Schramsberg
Lun. y Miércoles 3:30-5:30p.m.

The Hess Collection
Lunes y Miércoles 5:00-7:00p.m.

Domaine Chandon
Martes y Jueves 3:30-6:30p.m.

Jaeger Vineyards
Viernes 1:00-4:00p.m.

R. Mondavi, Oak Knoll
Martes y Jueves 4:00-6:00p.m.

*Joseph Phelps, Stonebridge
Lunes y Miérc. 6:00-8:00p.m.

Winegrowers Farming Company
Martes y Jueves 5:00-7:00 p.m.

Napa Valley Adult School
*Lun. y Miérc. 7:00-9:00p.m..
Mar. y Jue. 7:00-9:00p.m.

***** *En éstos lugares hay espacio disponible para estudiantes de otros ranchos o fábricas de vinos.***

Para más información por favor llame a la Escuela de Adultos al teléfono 253-3594, y pregunte por Lorraine Ruston o María López.

Literacy Line Aims to Bring Good English to the Vineyards

by Felix A. Bedolla

A new partnership has been created between the Napa Valley Adult School (NVAS) and the Napa Valley Wine Industry that will soon bring an increase in literacy levels within the workplace. NVAS primarily serves the adult population and some high school age students, and for those who would like to improve their English Language abilities, NVAS conducts English As A Second Language (ESL) throughout the year.

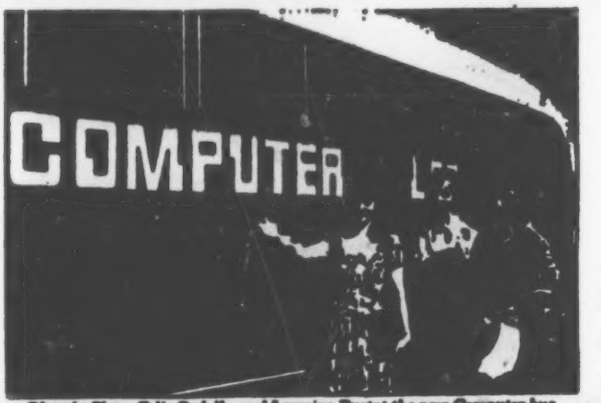
In the Spring of 1990, NVAS undertook a survey of wineries and vineyards in the Napa Valley to determine if a need existed for expanded ESL and Job Specific Literacy (JSL) classes. The survey told us that an alarming 80-95% of the wine industry workers in the Napa Valley are compromised in their ability to move up to better paying jobs with more responsibility or even to work with maximum efficiency in the position they now hold because of inadequate English and job specific literacy skills.

With this information in hand, NVAS applied for Department of Education funding and in May of 1991 was awarded a grant to pursue an innovative program in Napa County - to bring ESL/JSL instruction to winery and vineyard workers using a mobile unit equipped with computers, instructors and bilingual aides. Known as The Literacy Line! this project is now combining the educational services of Napa County and the management of wine industry facilities (our county's largest employer and largest employer of workers with limited English skills) together for the first time in a concentrated effort to meet the educational needs of men and women who form the backbone of the wine industry.

In the partnership of NVAS and the wine industry, NVAS will deliver educational services that are directly related to the jobs that employees hold at wine industry facilities and provide counseling and other support services for the students. In turn, the participating wineries have agreed to provide classroom space, access to employees for recruitment, and work with NVAS to develop a solid curriculum that is a reflection of the literacy and communication needs of their worksite.

The ESL and JSL instruction is currently taking place in on-site classrooms at wineries and vineyards with instructional backup from a computer-equipped mobile unit. A unique feature of this project is the open-entry, open-exit flexibility of classes that are scheduled according to the seasonal production demands of the wine industry.

The instruction received by workers enables them to increase productivity on the job, gain high technology skills which are becoming more important in the wine industry, compete for a wider range of jobs and have an opportunity for career advancement, pass safety regulation exams and be in a position to take advantage of other job search and job training opportunities in Napa County. Wineries and vineyards will benefit through decreased error rates, reduced waste, improved communication with supervisors and co-workers, better employee understanding of safety regulations and pesticide and herbicide application procedures both for the productivity of the vineyard and for the health of the worker.



Rhonda Slate, Felix Bedolla and Lorraine Ruston the new Computer bus.

We expect to teach approximately 300 employees ESL and JSL during the first year of this project. Some of the wineries and vineyards that have expressed interest and have committed themselves to supporting the program include Domaine Chandon, Robert Mondavi Vineyards, Silverado Vineyards, Walsh Vineyards Management, Inc., Winegrowers Farming Company, and Wine World Estates Company - Beringer Vineyards.

Currently, NVAS has been holding classes on-site with Winegrowers Farming Co. and their response has been overwhelmingly enthusiastic. Vineyard supervisor Frank Villanueva has said that this project will lift a great burden off of his shoulders. When employees who don't speak adequate English are sent to pick up vineyard supplies and experience communication difficulties, they often call the winery or return if he isn't available to clarify the situation. NVAS is working to address this specific occupational need by developing lessons and curriculum that will allow workers at Winegrowers to understand potential responses and be able to communicate effectively with clerks or cashiers.

If this sounds like a simple solution, it is. NVAS is simply teaching specific English language conversations and vocabulary found in familiar industry situations that are important to know in the workplace. Imagine if an employee doesn't misunderstands his instructions and buys the wrong supplies - everything from th ewrong size irrigation hoses to incorrect chemical sprays or even rootstocks. At Winegrowers, one employee didn't notice that a clerk had mistakenly charged the company for forty pounds of nails instead of the four pounds he had in fact purchased. The results of these cases are lost productivity and a needless waste of time and resources. It is exactly this type of situation that this project will address.

Employees often have expressed the desire to improve their language deficiencies but, especially given the long hours of work during the day, they often find themselves physically too tired to drive to a class after work. And, if they have a family, this would mean sacrificing precious time they would normally spend with their families.

But overcoming these barriers to literacy and communication does take time, practice and commitment and most employees who possess English language deficiencies recognize this fact. In a publication entitled, "Immigrant Voices: Pursuing an American Dream," which was produced by the Amnesty Education Outreach Project, more than 94 men and 54 women were interviewed to obtain a clearer picture of the immigrant experience in pursuing "an American Dream." They responded in Spanish to questions about their backgrounds, dreams and aspirations, and everyday realities. Some said that they attended Amnesty classes because it bothered them that they couldn't understand their bosses. "All I could do was smile. Or I would say 'yes' because I was afraid I would lose my job if I said 'no.'" Some recognized that "the man who can speak two languages is worth double his value" while others were discouraged and said, " I work ten-hour days and don't have a car. I can't get to school on time with the bus. Sometimes I'm just too tired." Women, too, have their own difficulties in staying in school. "It is especially hard for some women. We go work; we come home and work; and then we try to go to school. Often there's no one to stay with the children when we need to be in class. We need time to learn English. We desperately need childcare."

Working to reduce these barriers is what The Literacy Line! is all about. NVAS will accomodate a schedule and develop lessons that will be tailored to each particular wineries needs and requests.

If your winery or vineyard company would like to particpate in The Literacy Line! project or if you would like more information about this innovative program, please call the Napa Valley Adult School at 253-3594 and ask for Loraine Ruston, Project Coordinator, or Felix Bedolla, Project Assistant, or Maria Lopez, Project Staff.

AUBERGE DU SOLEIL

"The Inn Of The Sun"

WINE COUNTRY CUISINE

Enjoy Dining
with Spectacular Views of the Napa Valley
or
Relax in the Bar with a Glass of Wine
and Enjoy a Selection from our
Bar Appetizer Menu

Open 7 Days A Week

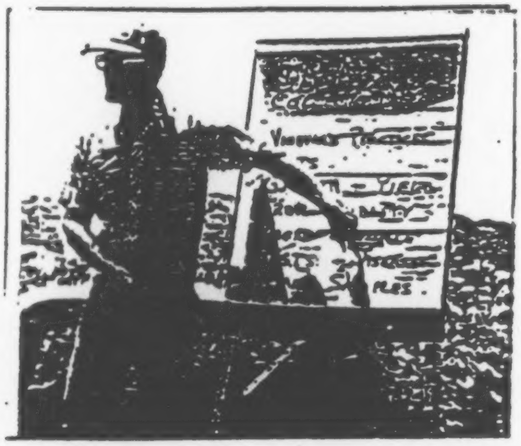
Breakfast
•
Lunch
•
Dinner

Telephone (707) 963-1211
180 Rutherford Hill Rd. " Rutherford, Ca. 94573

BEST COPY AVAILABLE

English Classes At The Napa Valley Adult School With *The Literacy Line!*

2447 Old Sonoma Road, Napa (Ridgeview Campus)



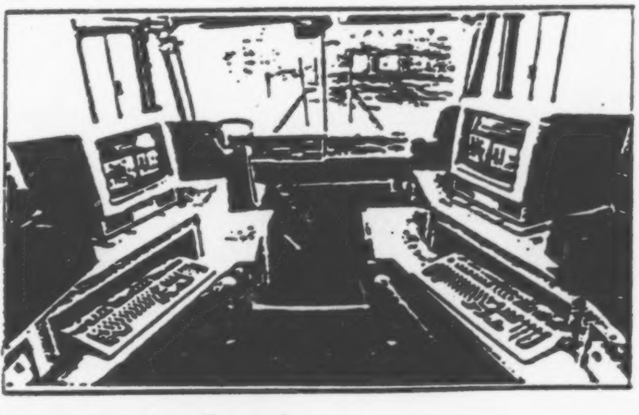
For: Students who are working for ranches and wineries.

Time: 7-9 p.m. Computer Bus

Classes will meet two days a week:
Monday and Wednesday

Small Classes and Individualized Instruction

1. Students at the same level will meet together.
2. Audio cassettes will help you practice your lessons at home.
3. Students can practice English on a computer.
    - The computer will "talk" to you.
    - You can learn how to type on a computer while you practice English and you can study other subjects that you need such as mathematics, reading, and spelling.



Some of the things you can learn are -

- *how to listen to English with understanding.*
- *how to ask questions for clarification.*
- *how to converse in English.*
- *how to read and write English.*
- *how to operate a computer.*
- *how to improve your English pronunciation.*

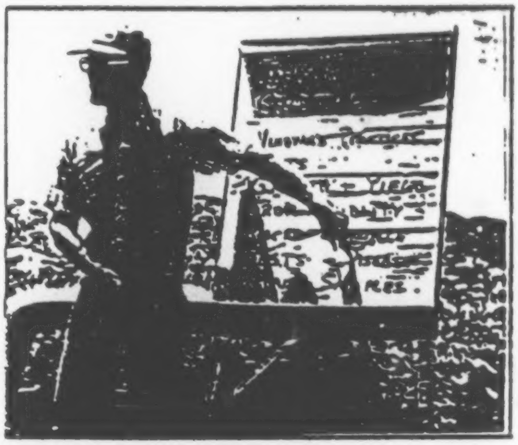
Sign up for classes today!

Prepare for your future with *The Literacy Line!*

For more information, talk to your supervisor or call the Napa Valley Adult School at 253-3594 and ask to speak to Lorraine Ruston, Felix Bedolla or Maria Lopez.

¡Clases de Inglés en la Escuela de Adultos con *The Literacy Line!*

2447 Old Sonoma Road, Napa (Ridgeview Campus)



Para: Estudiantes quienes trabajan en el campo y/o fábrica de vinos.

Horario: de 7-9 p.m. en el Camión con Computadoras

Las clases se darán dos días por semana:

Lunes y Miércoles

Grupos Pequeños e Instrucción Individualizada

1. Los estudiantes de igual nivel estarán en el mismo grupo.
2. Se dispondrá de audio cassettes que le ayudarán a practicar las lecciones en casa.
3. Los estudiantes pueden practicar el inglés en una computadora.
    - La computadora le "hablará."
    - Usted puede aprender a escribir a máquina en la computadora mientras practica inglés, y además estudiar otras materias como matemáticas, lectura y ortografía.

Algunas de las cosas que puede apreder son:

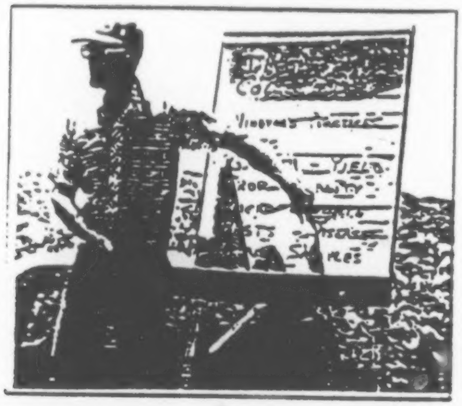
- *cómo escuchar inglés para comprenderlo.*
- *cómo hacer preguntas para aclarar dudas.*
- *cómo conversar en inglés.*
- *cómo leer y escribir inglés.*
- *cómo operar una computadora.*
- *cómo mejorar su pronunciación en el inglés.*

¡Inscríbase Hoy!

¡Prepárece para su futuro con "*The Literacy Line!*"

Para más informacíon, hable con su supervisor o llame a la Escuela de Adultos de Napa al 253-3594 y solicite hablar con Lorraine Ruston, Felix Bedolla o María López.

Proximamente -
¡Clases De Inglés En Su Trabajo
Con *The Literacy Line!*

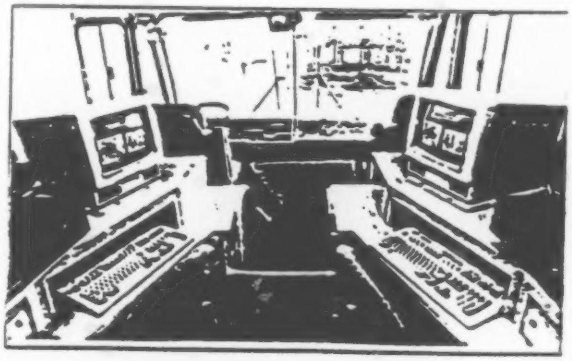


Las clases se enseñarán en Rutherford Hill Winery los viernes, de 8:00 - 11:00 a.m. Las clases empezarán en . . .

EL VIERNES, EL 17 DE ENERO, 1992!

Grupos Pequeños e Instrucción Individualizada

1. Los estudiantes de igual nivel estarán en el mismo grupo.
2. Se dispondrá de audio cassettes que le ayudarán a practicar las lecciones en casa.
3. Los estudiantes pueden practicar el inglés en una computadora.
    - La computadora le "hablará."
    - Usted puede aprender a escribir a máquina en la computadora mientras practica inglés, y además estudiar otras matarias como matemáticas, lectura y ortografía.



Algunas de las cosas que puede apreder son:

- *cómo escuchar inglés para comprenderlo.*
- *cómo hacer preguntas para aclarar dudas.*
- *cómo conversar en inglés.*
- *cómo leer y escribir inglés.*
- *cómo operar una computadora.*
- *cómo mejorar su pronunciación en el inglés.*

¡Inscríbase Hoy!

¡Prepárece para su futuro con "*The Literacy Line!*"

Para más informacíon, hable con su supervisor o llame

a la Escuela de Adultos de Napa al 253-3594 y solicite hablar con Lorraine Ruston, Felix Bedolla o María López.

Literacy on a roll in Valley

By DIANA MEREDITH
Register Staff Writer

A new program to teach English skills to vineyard and winery employees at their workplace gained momentum last week with the unveiling of a custom-designed, computer-equipped classroom on wheels.

The computer bus is part of The Literacy Line, a federally funded joint venture between the Napa Valley Adult School and several local vineyards and wineries to provide English lessons to Spanish-speaking workers who, for a variety of reasons, find it difficult or impossible to attend traditional English classes.

The computers will accomplish several purposes: Students will learn to type as they practice English skills and study other subjects such as mathematics and reading.

The Adult School discovered through a survey two years ago that up to 95 percent of entry-level wine industry workers never move up to better-paying jobs primarily because of poor English language skills.

By teaching such workers basic English and job-related communication, such as terminology specific to the wine industry, the Adult School hopes to help wineries and vineyards improve workplace efficiency and safety, and give Spanish-speaking workers a chance to move up.

The program started in earnest three months ago and is already showing results, said Lorraine Ruston, Literacy Line coordinator.

THE LITERACY LINE

DIANA MEREDITH/REGISTE

A new computer-equipped bus from the Literacy Line, a program to teach English skills to vineyard a winery employees, sits on display at the Ridgeview Community Center in Napa on Thursday.

"Employers are noticing some changes – some really positive changes," she said. One supervisor told Ruston his employees are doing a better job of filling out forms and generally have a better attitude toward work. Another commented that her employees, for the first time, are leaving notes for her.

Students come to the program with varying skill levels, Ruston said. Some have lived here a long time and can speak English, but want to learn to write it correctly. Others speak no English at all. Some are learning to write their names for the first time.

Although the program focuses on what educators call "job-specific literacy," meaning teaching employees the English skills they need to understand and communicate on the job, students come to the program with a variety of needs, Ruston said. Many want to learn English so they can help their children with schoolwork and cope better with all aspects of daily life.

There are currently about a dozen wineries and vineyards participating, and several more have expressed interest. Literacy Line teacher David Allred said the participating businesses have been very supportive of the project. "Any request we've had, they've answered," he said.

The English as a Second Language program at the Adu School currently enrolls betwee 400 and 500 students, but a stuc indicated that there are up t 4,000 more men and women in th county who need such instructic but either don't know it's avail ble or can't attend classes be cause of transportation and chilc care difficulties.

The Literacy Line expects reach about 300 employees in th first year of the project. T federal grant that pays for th program was recently extende through 1993, but the grant wor last forever and Adult School st are searching for alternativ sources of funding.

BEST COPY AVAILABLE

-TO ALL STAFF-

WE WILL BE PUTING CHLORINE ON CELLAR FLOOR THIS AFTERNOON.

5-14-92 - 3.15 PM

AFTER TODAY WE'L APPLY IT EVERY 2 WEEKS ON (THU)

JUAN MORENO

Domaine Chandon
8/11/92

Summary of Comments
English Class - Margarett Killingsworth
Instructor

I feel more comfortable speaking English, especially in my work

I communicate more with people in the winery

I can say and write things I couldn't before

Before the class I couldn't speak because I got nervous because I didn't know much English.

The class helped me speak, write and understand nore English

I'm learning new words I didn't know before.

When I was shopping I heard words I earned in class and I could read signs I didn't know before

I feel more comfortable speaking with other people.

I'm better at speaking, have better pronunciation and better writing.

I try to speak English more.

I'm better at spelling, filling out forms, and taking tests.

I learned the computer.

— ** My attitude changed outside and inside of work.

Everybody bought books to learn more.

Some people came to class on days they didn't work.

BEST COPY AVAILABLE

Cont'd

Direct Quotes

"Thanks to "Domaine Chandon" for paying back the money [for the books]. I appreciate it."

"I am willing to spend money to buy books to continue to write and to read."

"I hope to keep coming to class in the future."

ASSESSMENT/EVALUATION INSTRUMENTS

1) Form 1.0 Self-Report of Student Progress - Spanish
2) Form 2.0 Supervisor Report of Student Progress
3) Form 2.0a Supervisor Report of Student Progress - Pre/Post Base Line
4) Form 5.0 NVAS Staff Report of Program Effectiveness
5) Form 6.0 Winery/VineyardReport of Project Effectiveness
6) Individual Employee Job Skills Analysis

Forma 1.0 - Autoreporte del progreso del estudiante.

THE LITERACY LINE!

Nombre ______________________________ Lugar de trabajo ____________ Fecha__________

Por favor conteste las preguntas usando la escala siguiente:

Encierre en un círculo el 5 - Si usted está completamente de acuerdo con lo que se le pregunta.
4 - Si usted está de acuerdo.
3 - Si su posición es neutral es decir si algunas veces está de acuerdo y otras no.
2 - Si usted no está de acuerdo.
1 - Si usted no está de acuerdo absolutamente en lo que se le pregunta.
0 - Es muy pronto para saber con seguridad.

1. He estado aprendiendo en esta clase de inglés.

5	*4*	*3*	*2*	*1*	*0*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*Es muy pronto para saber*

2. El inglés que estoy aprendiendo me está ayudando a desempeñar mejor trabajo en áreas donde el inglés es un factor importante.

5	*4*	*3*	*2*	*1*	*0*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*Es muy pronto para saber*

3. El inglés que estoy aprendiendo me está ayudando a ser más productivo en mi trabajo en áreas donde el inglés es un factor importante.

5	*4*	*3*	*2*	*1*	*0*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*Es muy pronto para saber*

4. El inglés que estoy aprendiendo me está ayudando a comunicarme mejor con mi supervisor quien solamente habla inglés.

5	*4*	*3*	*2*	*1*	*0*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*Es muy pronto para saber*

5. El inglés que estoy aprendiendo me está ayudando a comunicarme mejor con mis compañeros de trabajo que solamente hablan inglés.

5	*4*	*3*	*2*	*1*	*0*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*Es muy pronto para saber*

6. El inglés que estoy aprendiendo me está ayudando a leer y entender los manuales de trabajo y del equipo y además con las instrucciones que están escritas en inglés en el trabajo.

5	*4*	*3*	*2*	*1*	*0*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*Es muy pronto para saber*

Forma 1.0a - Autoreporte del progreso del estudiante - Linea de base Anterior/Posterior

THE LITERACY LINE!

Nombre ______________________________ Lugar de trabajo _____________ Fecha_____________

Por favor conteste las preguntas usando la escala siguiente:

Encierre en un círculo el
5 - Si usted está completamente de acuerdo con lo que se le pregunta.
4 - Si usted está de acuerdo.
3 - Si su posición es neutral es decir si algunas veces está de acuerdo y otras no.
2 - Si usted no está de acuerdo.
1 - Si usted no está de acuerdo absolutamente en lo que se le pregunta.
N/A - Si esta pregunta no corresponde a su situación.

1. Mi nivel de inglés hablado en estos momentos es el apropiado para el trabajo que tengo ahorita.

5	*4*	*3*	*2*	*1*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Esti en desacuerdo*	*Absolutamente en desacuerdo*

2. El inglés que escribo y leo es el apropiado para el trabajo que tengo ahorita.

5	*4*	*3*	*2*	*1*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Esti en desacuerdo*	*Absolutamente en desacuerdo*

3. Mi nivel de inglés en estos momentos es el apropiado para obtener un trabajo de mayor rango (responsabilidad).

5	*4*	*3*	*2*	*1*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Esti en desacuerdo*	*Absolutamente en desacuerdo*

4. Mi nivel de inglés en estos momentos es el apropiado para comunicarme bien con mi supervisor que sólo me habla en inglés (si no tiene un supervisor que sólo habla inglés, encierre en un círculo N/A).

5	*4*	*3*	*2*	*1*	*N/A*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Esti en desacuerdo*	*Absolutamente en desacuerdo*	*No corresponde a este caso*

5. El nivel de inglés que tengo en estos momentos es el apropiado para comunicarme efectivamente con mis compañeros de trabajo que sólo hablan inglés (si no tiene compañeros que sólo hablen inglés, encierre en un círculo N/A).

5	*4*	*3*	*2*	*1*	*N/A*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Esti en desacuerdo*	*Absolutamente en desacuerdo*	*No corresponde a este caso*

6. El nivel de inglés que tengo en estos momentos es el apropiado para leer y entender los manuales del equipo de trabajo y las instrucciones en el trabajo que están escritas en inglés.

5	*4*	*3*	*2*	*1*
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Esti en desacuerdo*	*Absolutamente en desacuerdo*

Form 2.0a - Supervisor Report of Individual Student Progress - Pre/Post Baseline

THE LITERACY LINE!

Student's Name______________________________ Location______________________ Date___________

Please answer the questions using the following rating scale:
Circle 5 - If you strongly agree
4 - If you agree
3 - If you are neutral or sometimes agree and sometimes do not agree
2 - If you disagree
1- If you strongly disagree
N/A - Not applicable - English is not a factor

1. This employee can speak and understand English in the community.

5	4	3	2	1	N/A
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable

2. This employee can speak, understand and write English on his/her job.

5	4	3	2	1	N/A
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable

3. This employee has enough English to do another job where speaking English is required.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. This employee can speak to and understand his/her supervisors in English.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. This employee can speak to and understand his/her co-workers in English.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. This employee can read and understand job and equipment manuals and instructions that are written in English.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

BEST COPY AVAILABLE

Form 5.0 - Winery/Vineyard Report of Project Effectiveness - Final Evaluation

THE LITERACY LINE!

Name____________________________ Job Title__________________
Job Site Location__________________ Date__________

Please answer the questions using the following rating scale:
Circle 5 - If you strongly agree
4 - If you agree
3 - If you are neutral or sometimes agree and sometimes do not agree
2 - If you disagree
1- If you strongly disagree

1. Adult School staff communication with our facility during this project was timely and effective.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2. Winery/vineyard management and supervisors had adequate access to the Adult School project coordinator or instructor.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. This project was effective in attaining its goals of teaching English as a Second Language and Job Specfic Literacy to winery and vineyard workers.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. The curriculum taught during this project was directly related to the specific jobs of our workers.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. This project should be repeated in subsequent years.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. I was given adequate orientation to the goals and objectives of this project.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

7. The time needed for coordination with Adult School and the paperwork required of me was not excessive.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

BEST COPY AVAILABLE

8. My feedback and suggestions during the project were taken seriously and addressed for possible project implementation.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. Implementation of this project increased general productivity at our worksite.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

10. Implementation of this project improved overall communication at our worksite.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Were there unexpected ways in which this project benefited your winery/vineyard facility? What were they?

Suggestions for improving *The Literacy Line!* in future years (please think in terms of staff and winery/vineyard communication, curricula, resources available for the project, i.e. computers, software, books, access to on site facilities for instruction, etc.):

1.

2.

3.

4.

5.

Form 6.0 - Winery/Vineyard Report of Project Effectiveness - Final Evaluation

THE LITERACY LINE!

Name______________________________ Job Title____________________
Job Site Location________________ Date__________

Please answer the questions using the following rating scale:

Circle 5 - If you strongly agree
4 - If you agree
3 - If you are neutral or sometimes agree and sometimes do not agree
2 - If you disagree
1- If you strongly disagree

1. Adult School staff communication with our facility during this project was timely and effective.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2. Winery/vineyard management and supervisors had adequate access to the Adult School project coordinator or instructor.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. This project was effective in attaining its goals of teaching English as a Second Language and Job Specfic Literacy to winery and vineyard workers.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. The curriculum taught during this project was directly related to the specific jobs of our workers.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. This project should be repeated in subsequent years.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. I was given adequate orientation to the goals and objectives of this project.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

7. The time needed for coordination with Adult School and the paperwork required of me was not excessive.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

8. My feedback and suggestions during the project were taken seriously and addressed for possible project implementation.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. Implementation of this project increased general productivity at our worksite.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

10. Implementation of this project improved overall communication at our worksite.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Were there unexpected ways in which this project benefited your winery/vineyard facility? What were they?

Suggestions for improving *The Literacy Line!* in future years (please think in terms of staff and winery/vineyard communication, curricula, resources available for the project, i.e. computers, software, books, access to on site facilities for instruction, etc.):

1.

2.

3.

4.

5.

NAPA VALLEY ADULT SCHOOL

THE LITERACY LINE!

____
Name *(Nombre)*

Job Skills Analysis: Vineyard Workers
Análisis de habilidades en el trabajo: Trabajadores de viñas

Directions: Read and circle the numbers (1-Easily, 2-With difficulty, 3-Not at all) that describe how you think you can do the following:

Direcciones: Lea y encierre en un círculo los números (1-fácilmente, 2-Con dificultad, 3-No lo puedo hacer) que describen cómo cree usted que puede hacer lo siguiente:

A. Communication Skills *(Habilidades de comunicación)*

I can *(Yo puedo)*:

1. Follow spoken sequential directions. 1 2 3
Seguir en secuencia instrucciones habladas.

2 Ask for clarification about instructions that are given orally. 1 2 3
Hacer preguntas para aclarar dudas acerca de instrucciones que han sido dadas oralmente.

3. Give information when questions are asked about the work I have done. 1 2 3
Dar información cuando se me pregunta acerca del trabajo que he hecho.

B. Reading and Writing Skills. *Habilidades en escritura y lectura.*

I can *(Yo puedo)*

1. Read and interpret signs that are in and around the vineyard and winery. 1 2 3
Leer e interpretar los anuncios que hay en los viñedos y en la fábrica de vinos.

2. Print and write legibly. 1 2 3
Escribir letra de molde y manuscrita legiblemente.

3. Identify and write abbreviations and symbols specific to the job (e.g. lb., BdN). 1 2 3
Identificar y escribir abreviaciones y símbolos específicos del trabajo (por ejemplo: lb., BdN).

4. Read and interpret written instructions from my supervisor. 1 2 3
Leer e interpretar instrucciones escritas de mi supervisor.

5. Read and interpret basic instructions for using chemicals in the vineyard. 1 2 3
Leer e interpretar instrucciones básicas para usar sustancias químicas en los viñedos.

6. Read and interpret the information about precautions to take when using chemicals. 1 2 3
Leer e interpretar la información acerca de las precausiones que se deben tomar al trabajar con sustancias químicas.

7. Read and interpret safety regulations. 1 2 3
Leer e interpretar los reglamentos de seguridad.

8. Read maps to locate vineyards. 1 2 3
Leer mapas para localizar viñedos.

9. Read and interpret general procedures for reporting accidents, damage and emergencies. 1 2 3
Leer e interpretar procedimientos generales para reportar accidentes, daños y emergencias.

10. Read and fill out time cards. 1 2 3
Leer y llenar la tarjeta de mis horas de trabajo.

11. Read and fill out weigh tags. 1 2 3
Leer y llenar las formas necesarias del peso de la uva cosechada.

12. Read and interpret paycheck receipts. 1 2 3
Leer e interpretar los recibos de mi salario.

13. Write short notes. 1 2 3
Escribir notas cortas.

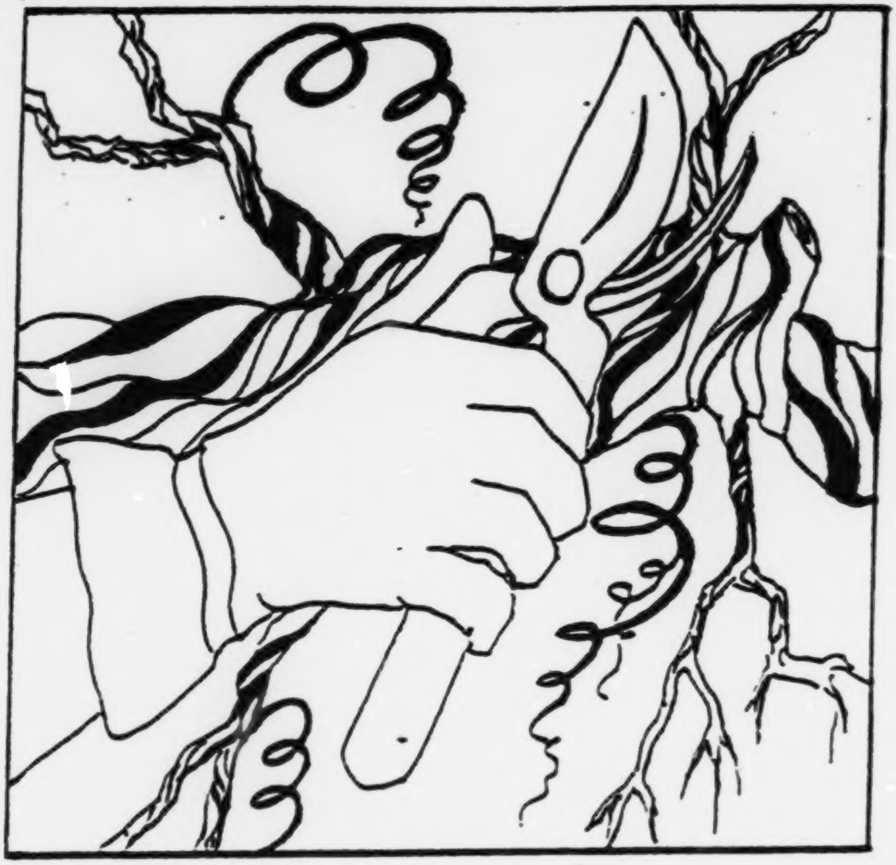
C. Measurement and Numerical Skills
Habilidades numéricas y de medida

I can *(Yo puedo)*

1. Perform computation of addition, subtraction, multiplication and division using whole numbers. 1 2 3
Efectuar operaciones de suma, resta, multiplicación, y división usando números enteros.

2. Determine mathematical equivalents by connecting fractions percentages, and decimal fractions. 1 2 3
Determinar equivalentes matemáticos mediante la relación entre fracciones, porcentages, y fracciones decimales.

3. Perform basic measurement tasks determining length, width, height, and weight. 1 2 3
Efectuar taréas básicas de medida determinando lo largo, lo ancho, la altura y el peso.



SOME PEOPLE WORK IN THE VINEYARD

ILLUSTRATED BY DEBRA GENTRY AND AMY BOE
of the
THE FAMILY ENGLISH LITERACY PROJECT
Napa Valley Unified School District
A Title VII Program funded by a grant from the U.S. Dept.of Education

CURRICULUM WRITTEN BY LORRAINE RUSTON
of the
LITERACY LINE!
A Partnership between the Napa Valley Adult School and the Wine Industry,
funded by a grant from the U.S. Dept. of Education,
National Workplace Literacy Program

© 1992 Napa Valley Unified School District
All Rights Reserved

FL801258

SOME PEOPLE WORK IN THE VINEYARD

TABLE OF CONTENTS

Teacher Guide i

Pre-Post Tests iv

Picture 1 This is the Napa Valley in the spring. 1

Picture 2 A tractor driver is working in the vineyard. 4

Picture 3 The woman has an American rootstock plant in her hand. 7

Picture 4 This woman is planting a rootstock plant. 10

Picture 5 These pictures show how to bud-graft a vine. 13

Picture 6 A woman is taking a milk carton off of a new vine. 16

Picture 7 A grapevine has many important parts. 19

Picture 8 The first stage of fruit looks like tiny green berries. 22

Picture 9 Many vineyards use drip irrigation systems. 25

Picture 10 Many ranches use sulfur dust on the vines. 28

Picture 11 This is a typical scene in the Napa Valley. 31

Picture 12 These grapes are ripe. 34

Picture 13 The pickers are picking grapes by hand. 37

Picture 14 The men are carrying picking pans full of grapes. 40

Picture 15 These pickers are dumping their grapes into a gondola. 44

Picture 16 Some vineyards use machine pickers. 46

Picture 17 These small clusters are called second crop. 49

Picture 18 It is winter now. 52

Picture 19 Someone is pruning a vine with pruning shears. 55

Picture 20 A vineyard worker is tying a cane to a trellis wire. 58

Note: The illustrations in this book were inspired by photographs taken by Dr. Richard Lyons for his Vine to Wine Calendar/Journals, 1991 and 1992.

Entire contents copyright © 1992 by Napa Valley Adult School (Napa Unified School District), 2447 Old Sonoma Rd., Napa, CA 94558 (707) 253-3594 Permission is hereby granted to reproduce the materials in this book for noncommercial classroom use.

SOME PEOPLE WORK IN THE VINEYARD

TEACHER GUIDE

Objectives: Students will be able to
- describe scenes related to their work activities.
- describe basic vineyard and winery production practices
- write about basic vineyard and winery practices (advanced students)

Pre-Post Test: Give test in three sections. Give the pre-test, study the pictures covered on it, give the post-test. (Use two colors to write the answers: e.g. pre-test, blue ink; post-test, red ink. Always use pictures with no captions for testing.)

(Optional testing for advanced students: Give them three pictures, ask them to write descriptive sentences on the pages. Do this again after studying the lessons. Look for better writing, better spelling, more information and details.)

Materials Needed:
- colored pens (yellow, green, purple)
- a book of pictures for each student
- handout A with reading/dictation passage and comprehension questions
- handout B with reading passage and exercises for beginning and intermediate students.
- key sentences on sentence strips for beginning readers
- sets of sentences printed out from the data creator exercises (optional)

TEACHING SUGGESTIONS: BEGINNING AND INTERMEDIATE

I. Presentation:

A. comprehensible input

1. Everyone look at the picture together. Pull ideas from the students. Use the picture to make sure they understand what you are talking about. (e.g."Point to the hills. Color the mustard yellow. Draw a bird on top of one of the stakes.")

2. Give more information orally. Use the A **Handout.**
    a. by telling information about the picture from the sentences on the A handout
    b. ask comprehension questions orally (Do only as many as the students can handle.)

3. If students are beginning readers, work on the key sentence. Have them copy it under the picture. Also put it on a sentence strip. Break it into words. Do not give the students Handout B until they have done this step.

4. Give students **Handout B.** Go over it together. Direct students to find and underline the vocabulary words. Go over the questions together.

II. Practice:

A. Reading, speaking, listening

1. Students practice reading the story by themselves.
2. Students read to a partner. (One person reads, the other follows,etc.)
3. Students ask each other the questions .
4. Students do the last partner exercise.

B. Computer practice

After three lessons have been presented and practiced, direct students to use the **Language Builder** program on the IBM and Mac computers. They get into this program by selecting Your data under the Category menu. (Take a look at these programs **before** you direct your students to do them. There are several options.)

C. Flashcard practice

Have students print out "cards" from the Language Builder program. (Or you can do it, and make copies for everyone.) Go over the cards in pairs or do the practice in a "two-line" drill.

D. Games

1. Use picture cards from the vineyard calendars.
    a. Play concentration.
    b. Deal out two cards to each student. They ask each other, "Which one do you want? Why?" Students trade cards and talk to someone else.
2. Write questions and answers on different colored cards. Pass them out and direct students to "find the answer". (They can keep their cards, or to make it more challenging, ask them to memorize what it says on their card.)
3. Language experience: In small groups, students collaborate on a story for each picture, or students can do a "group composition" as follows:
    a. He (She) is........
    b. He works.......
    c. Everyday he ....
    d. I think he.......
    e. He.........

III. Evaluation:

The pre-post test is divided into three sections. Give the post-test for the first section after you have studied 6 pictures; the post-test for the second section is the next six pictures; and the post-test for the third section is after the last eight pictures. Give these tests individually. Use the same tests as you did for the pre-test.

IV. Application:

There are two options.

1. Ask students to take the pictures they have just studied to someone in their company and to talk about the picture in English.
2. Tell students to take the pictures home, show their families and discuss them in English.

TEACHING SUGGESTIONS: INTERMEDIATE AND ADVANCED

I. Presentation:

A. comprehensible input

1. Everyone look at the picture together. Pull ideas from the students.
2. Dictate the story. (Use either Handout A or B.)
3. Check for comprehension by asking the questions from Handout A.
4. Ask students to add details to their pictures. (See suggestions on Handout A.) Talk about what they added.

II. Practice:

A. Reading, speaking, listening, writing

There are three options for the practice phase.

1. Small group with Handout B.
   - a. Students check their dictation by looking at the handout.
   - b. Students copy words they misspelled on their personal spelling lists.
   - c. Students underline words and do the pair work that is on the handout.
   - d. When they have finished, tell students to turn their papers over and elicit the questions and other information they have just practiced.
2. Small group with Handout A
   - a. Students check their dictation.
   - b. Students copy words they misspelled as in lb.
   - c. Students practice asking and answering the questions in pairs.
   - d. Students do the "complete the statement" exercise.
   - e. As above, elicit questions and other information from students when they have finished practicing in pairs.
3. Individual computer practice
   - a. Teacher gets program disks for vineyard curriculum and instructs students to find the appropriate lesson from the menu.
   - b. Students correct their written dictation against what they see on the computer screen.
   - c. Students do exercises on the computer and print out their answers and responses.
   - d. **Instruct students to not save changes on word processing program!**
   - e. Students give teacher their print-out for teacher correction. Later students add it to their binder as part of their vineyard/winery book.

B. Computer Practice and Games

Follow the same procedures as in the teaching suggestions for beginning/intermediate students.

III. Evaluation:

A. Give the same dictation at the next class session. See if the students can write it with fewer errors.
B. Give the post-test after 6, 6, and 8 lessons as described under beginning/intermediate teaching suggestions.

IV. Application: The same as in the beginning/intermediate teaching options.

Name______________

SOME PEOPLE WORK IN THE VINEYARDS

PRE-POST TEST - Section One

Pre-Test Date: Post-Test Date:

Picture number:

1. What do you see here?

2. What is the man doing?

3. What does the woman have in her hand?

4. What is the woman doing?

5. How does a budder graft a vine?
   (Describe pictures A,B,C,D.)

6. What is the woman doing?

```
Scoring:  content correct = 2; grammar correct = 2
          partly correct  = 1; partly  correct = 1
          couldn't answer = 0                        Total possible 24
```

Name ________________

SOME PEOPLE WORK IN THE VINEYARD
PRE-POST TEST
Section Two

Picture Number: Pre-Test Date: Post-Test Date:

7. What do you see here?

8. What do you see here?

9. What do you see here?

10. Tell about spraying vines.

11. What do you see here?

12. Describe these grapes.

BEST COPY AVAILABLE

Scoring: content correct = 2; grammar correct =2
partly correct = 1; partly correct =1
couldn't answer = 0

Total possible 24

Name:______________________

SOME PEOPLE WORK IN THE VINEYARD
PRE-POST TEST
Section 3

Picture Number: Pre-Test Date: Post-Test Date:

13. When do you pick the grapes?

14. How do you pick grapes?

15. What are these people doing?

16. What are these people doing?

17. What do you see here?

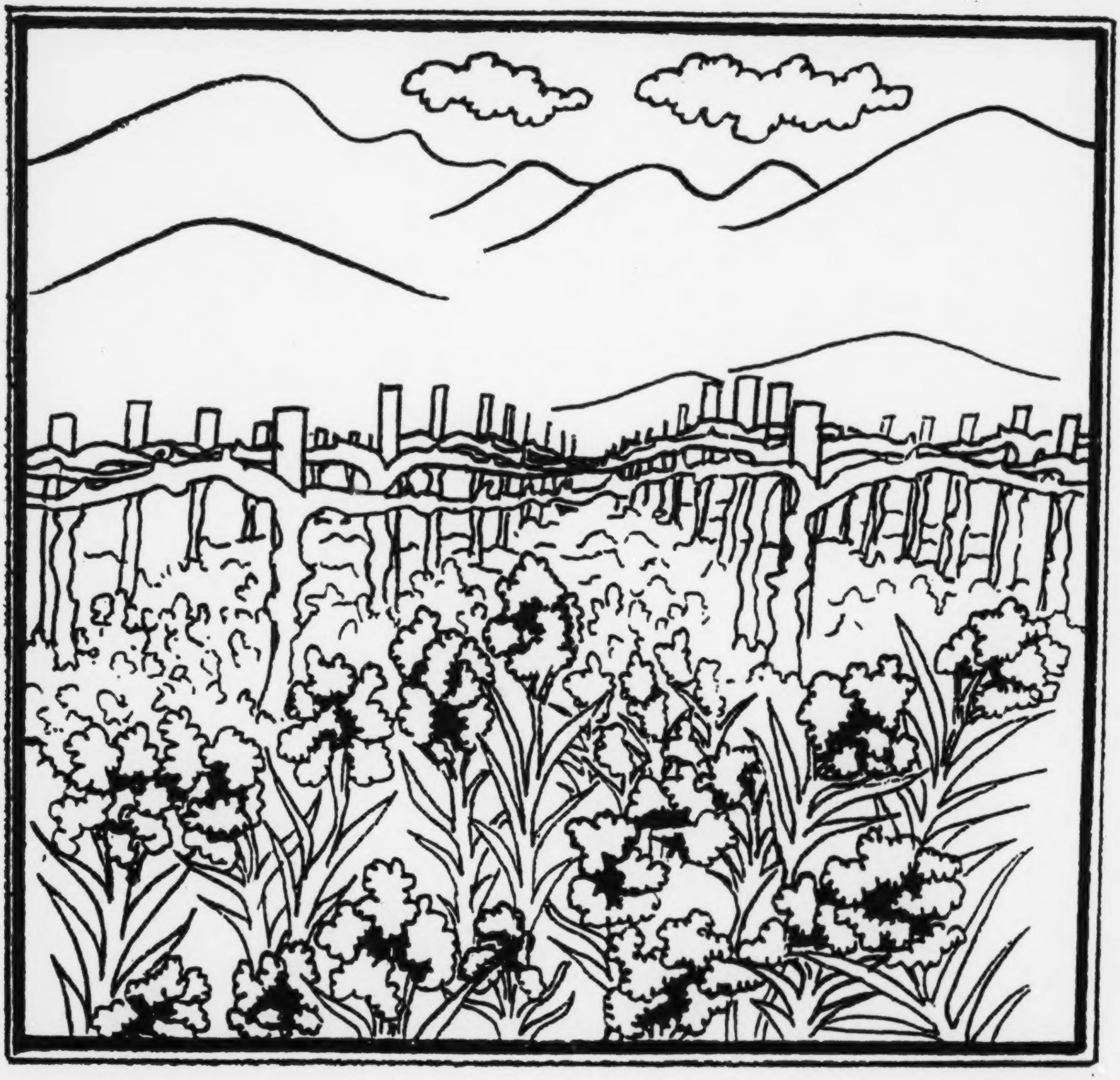
18. What season is it now?

19. What do you see here?

20. What is this person doing?

Scoring: content correct = 2; grammar correct = 2
partly correct = 1; partly correct = 1
couldn't answer = 0

Total possible: 32



A

Picture 1: This is the Napa Valley in the spring.

Add some details: Draw a small house in the hills. Draw a bird on top of one of the stakes. Draw anything else you want. (Color the mustard yellow.)

Story/Dictation

This is the Napa Valley in the spring. The vines have been pruned. There are lots of yellow mustard plants in the vineyards. There are hills around the valley. It is time to get busy.

Questions:

A. yes/no

1. The season is fall.
2. There are lots of grapes on the vines.
3. The mustard flowers are yellow.
4. There is nothing to do.

B. Answer the questions:

1. Are the hills and mountains in front of the vines or behind the vines?

2. Are the mustard plants in the sky or in the fields?

3. Is the season early or late spring?

4. Do the vines need to be pruned or have they already been pruned?

5. Where is this scene?

6. What kind of plants are growing in the vineyard?

7. What season is it?

8. Why do the workers need to get busy?

C. Complete the statements:

1. The vines have already been ______________________.

2. There are lots of ______________________________________.

3. The season is ______________________.

B

Picture l: This is the Napa Valley in the spring.

A. Find and underline these words in the sentences below: **Napa Valley, spring, vines, pruned, vineyards, mustard, plants, hills, get busy**

l. This is the Napa Valley in the spring.

2. The vines have been pruned.

3. There are lots of yellow mustard plants in the vineyards.

4. There are hills around the valley.

5. It is time to get busy.

B. Work with a partner. Ask and answer these questions:

l. What season is it?

2. Where is it?

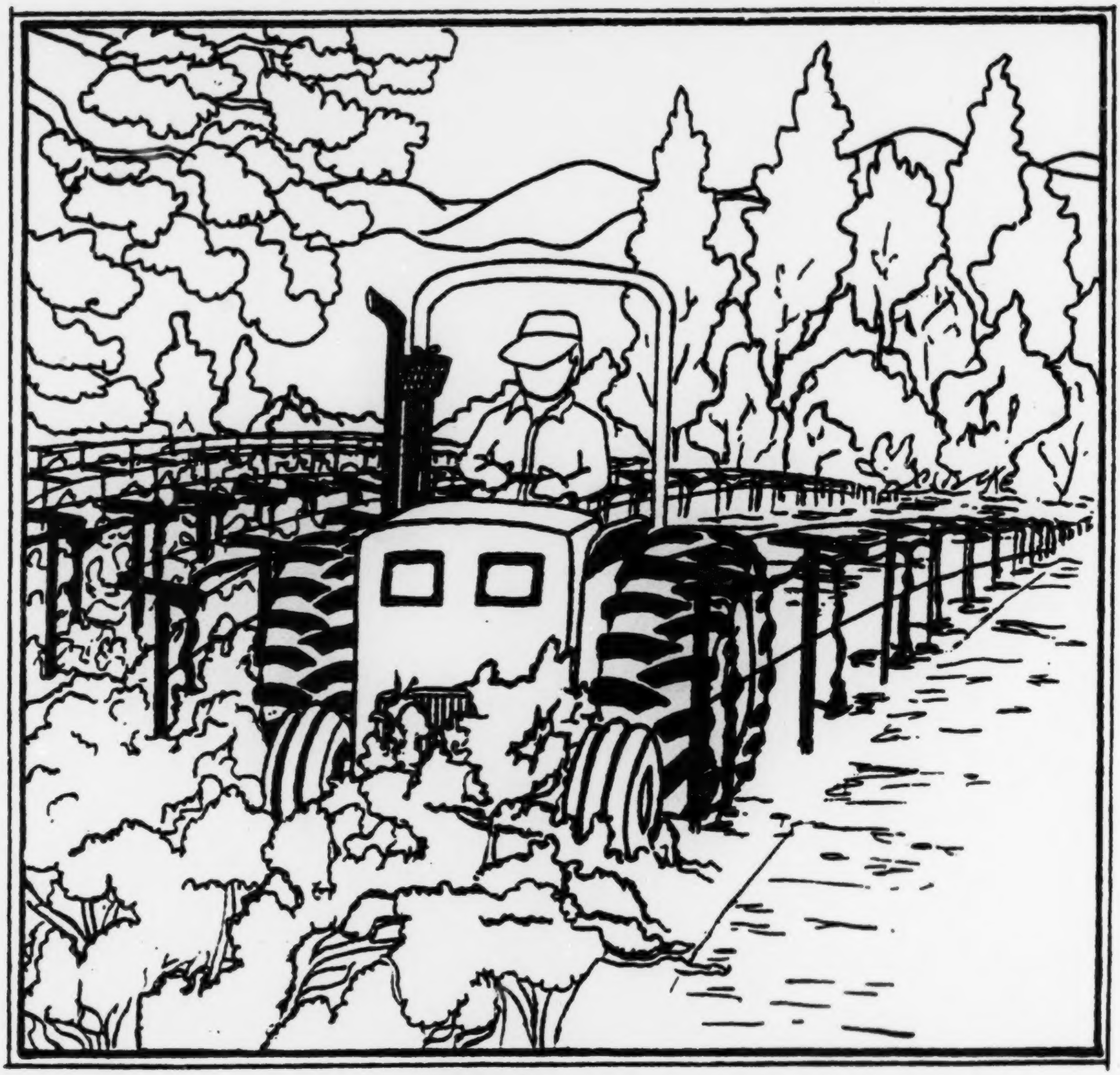
3. What two things are growing in the vineyard?

4. What do you see around the valley?

5. Have the vines been pruned?

6. What is it time to do?

C. Tell you partner to..... "Point to the vines. Point to the mustard. Point to the hills." etc.



A

Picture 2: A tractor driver is working in the vineyard.

Add some details: Draw a disk or a brush chopper. Draw the tractor driver's face. Draw some birds in the sky. Draw anything else you want.

Story/Dictation

A tractor driver is working in the vineyard. It is early spring. The tractor can pull many kinds of farm implements. One is a brush chopper. This machine cuts up the dry canes (brush) and weeds. The tractor also pulls a disk. The disk opens the soil and turns it over.

Don't drive the tractor when the ground is too wet. You might get stuck!

Questions:

A. yes/no

1. The man is driving a truck.
2. He's working in an orchard.
3. It is summer.
4. The workers already pruned the grapes.
5. A brush chopper can cut up dry canes and brush.

B. Answer the questions:

1. Do you usually disk in the spring or in the fall?

2. Does a brush chopper cut up or burn up the dry canes?

3. Does a disk smooth the soil or turn it over?

4. Who does the man work for?

5. What is he doing?

6. Who left the dry canes on the ground?

7. Why shouldn't you drive a tractor when the ground is too wet?

Complete the statements:

1. In the spring ____

2. You can use a brush chopper to
____

3. You use disks to ____

4. When the ground is very wet ____

B

Picture 2: A tractor driver is working in the vineyards.

A. Find and underline these words in the sentences below:

farm, brush chopper, machine, dry canes, brush, weeds, disk, soil, wet, get stuck

1. A tractor driver is working in the vineyard.
2. It is early spring.
3. The tractor can pull many kinds of farm implements.
4. One is a brush chopper.
5. This machine cuts up the dry canes (brush) and weeds.
6. The tractor also pulls a disk.
7. The disk opens the soil and turns it over.
8. Don't drive the tractor when the ground is too wet.
9. You might get stuck.

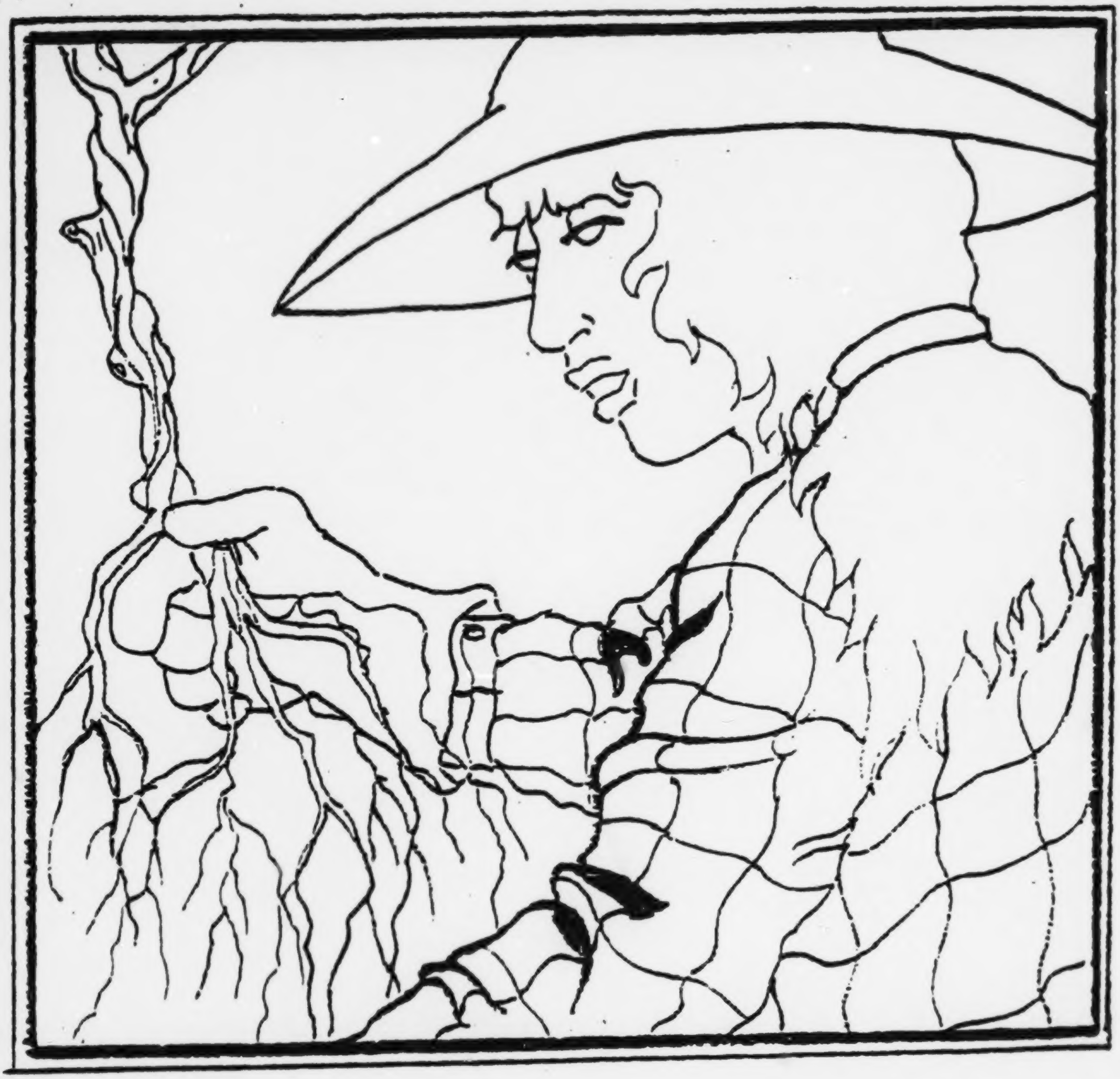
B. Work with a partner. Ask and answer these questions:

1. Who is working in the vineyard?
2. What season is it?
3. What does a tractor do?
4. What does a brush chopper do?
5. What does a disk do?
6. What happens when the ground is too wet?

C. Demonstrate these actions to your partner:

1. pull 2. cut 3. cut up 4. chop up 5. open 6. turn 7. turn over

PICTURE 3



A

Picture 3: The woman has an American rootstock plant in her hand.

Add some details: Draw a bundle of rootstocks. Draw a pail of water to keep the rootstocks fresh. Draw a pair of pruning shears to trim the roots. Draw anything else you want.

Story/Dictation

The woman has an American rootstock plant in her hand. We need to plant rootstock that is native to America. The grape varieties that make good wine are from Europe. They are not resistant to phylloxera. Phylloxera is the name of a tiny insect. These insects destroy vines by eating the roots.

AxR1 is an American rootstock that is no longer resistant to phylloxera. Now growers are trying many new types of rootstock. Some of them are 5BB, 1110-R, 5-C, 3309, etc.

Questions:

A. yes/no

1. She has a bud cane in her hand.
2. We need to plant the roots of European grape varieties.
3. The phylloxera insect likes to eat the leaves of the vines.
4. AxR1 is a type of rootstock that is no longer resistant to phylloxera.

B. Answer the questions:

1. Do we plant European or American rootstock?

2. Are the grape varieties that make good wine originally from Europe or Washington D.C.?

3. Are growers planting AxR1 rootstock or other kinds?

4. What is killing many vines that were planted on AxR1 rootstock?

5. How do we plant American rootstock?

6. Where does the grape variety Cabernet Sauvignon come from?

C. Complete the statements:

1. Phylloxera is ____.

2. Some wine grape varieties are ___________________________________.

3. Some of the kinds of rootstock my company has planted are ______________

____.

B

Picture 3: The woman has an American rootstock plant in her hand.

A. Find and underline these words in the sentences below:
rootstock, native, grape varieties, wine, Europe, resistant, phylloxera, insect(s), roots, growers

1. The woman has an American rootstock plant in her hand.

2. We need to plant rootstock that is native to America.

3. The grape varieties that make good wine are from Europe.

4. They are not resistant to phylloxera.

5. Phylloxera is the name of a tiny insect.

6. These insects destroy vines by eating the roots.

7. AxR1 is an American rootstock that is no longer resistant to phylloxera.

8. Now growers are trying many new types of rootstock. Some of them are 5BB, 110-R, SO4, 3309, etc.

B. Work with a partner. Ask and answer these questions:

1. What does the woman have in her hand?

2. Where do the grape varieties that make good wine come from?

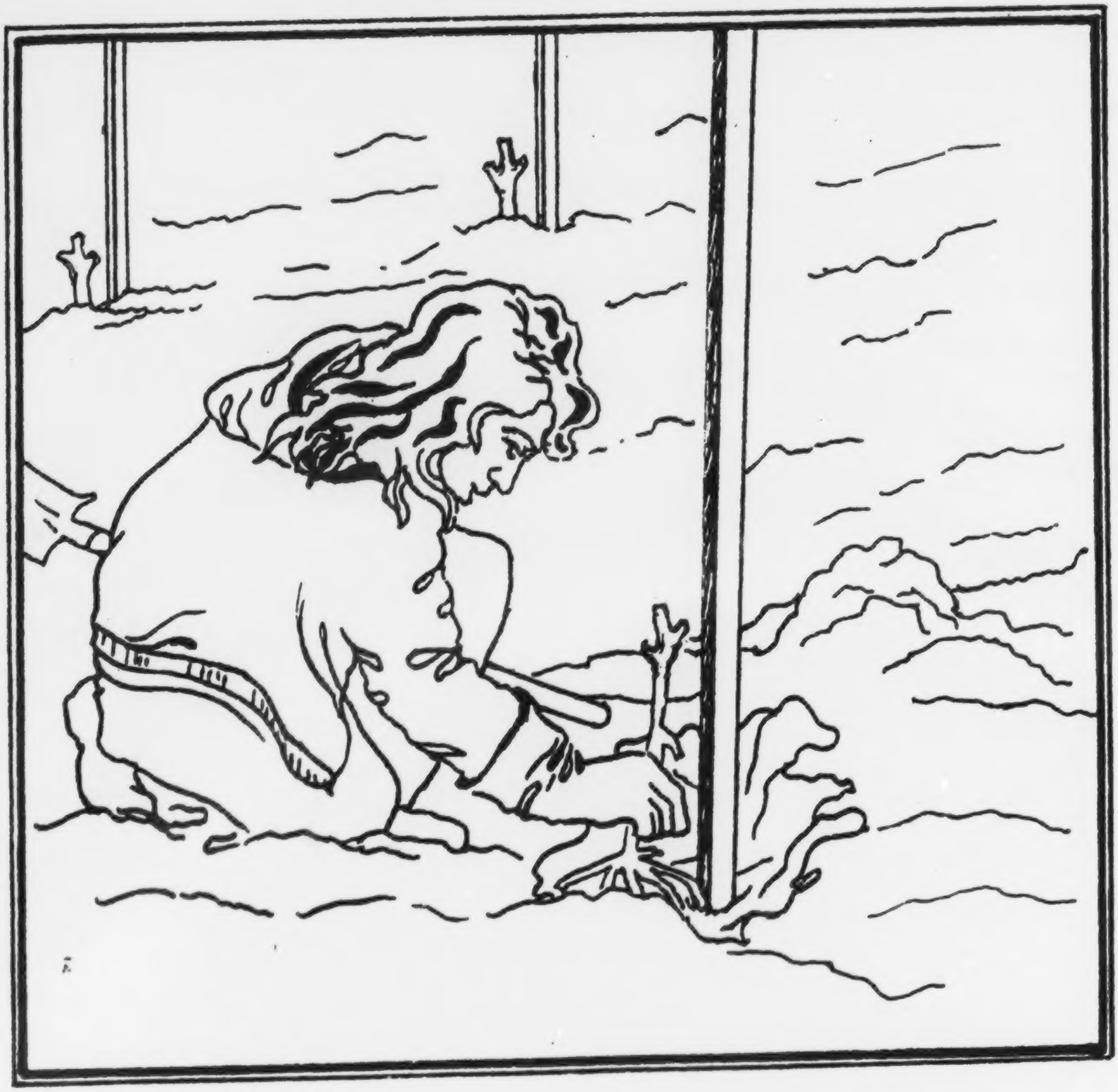
3. What kind of rootstock do we plant?

4. What is phylloxera?

5. What is wrong with AxR1 rootstock?]

C. Tell your partner the following; the names of 3 kinds of rootstock and the names of three wine grape varieties.

PICTURE 4



A

Picture 4: This woman is planting a rootstock plant.

Add some details: Cover the rootstock plants with soil. Draw a hat on the woman's head. Draw anything else you want.

Story/Dictation:

This woman is planting a rootstock plant. She dug a hole in front of the stake. She will cover the plant with soil. The plant will be big enough for a bud graft in 4 or 5 months.

Questions:

A. yes/no

1. The woman is planting a stake.
2. She will cover the plant with soil.
3. You can graft the European variety onto this rootstock in 4 or 5 days.

B. Answer the questions:

1. Is she planting a tree or a vine?
2. Where is she planting the rootstock?
3. Why does she cover the plant with soil?

C. Complete the statements:

1. She is planting ______________________________.

2. The plant will be big enough for a bud graft ______________________.

B

Picture 4: This woman is planting a rootstock plant.

A. Find and underline these words in the sentences below:
dug, hole, stake, soil, bud, graft

1. This woman is planting a rootstock plant.

2. She dug a hole in front of the stake.

3. She will cover the plant with soil.

4. The plant will be big enough for a bud graft in 4 or 5 months.

B. Work with a partner. Ask and answer these questions:

1. What is the woman planting?

2. Where did she dig a hole?

3. What will she cover the plant with?

4. When can they graft the vine?

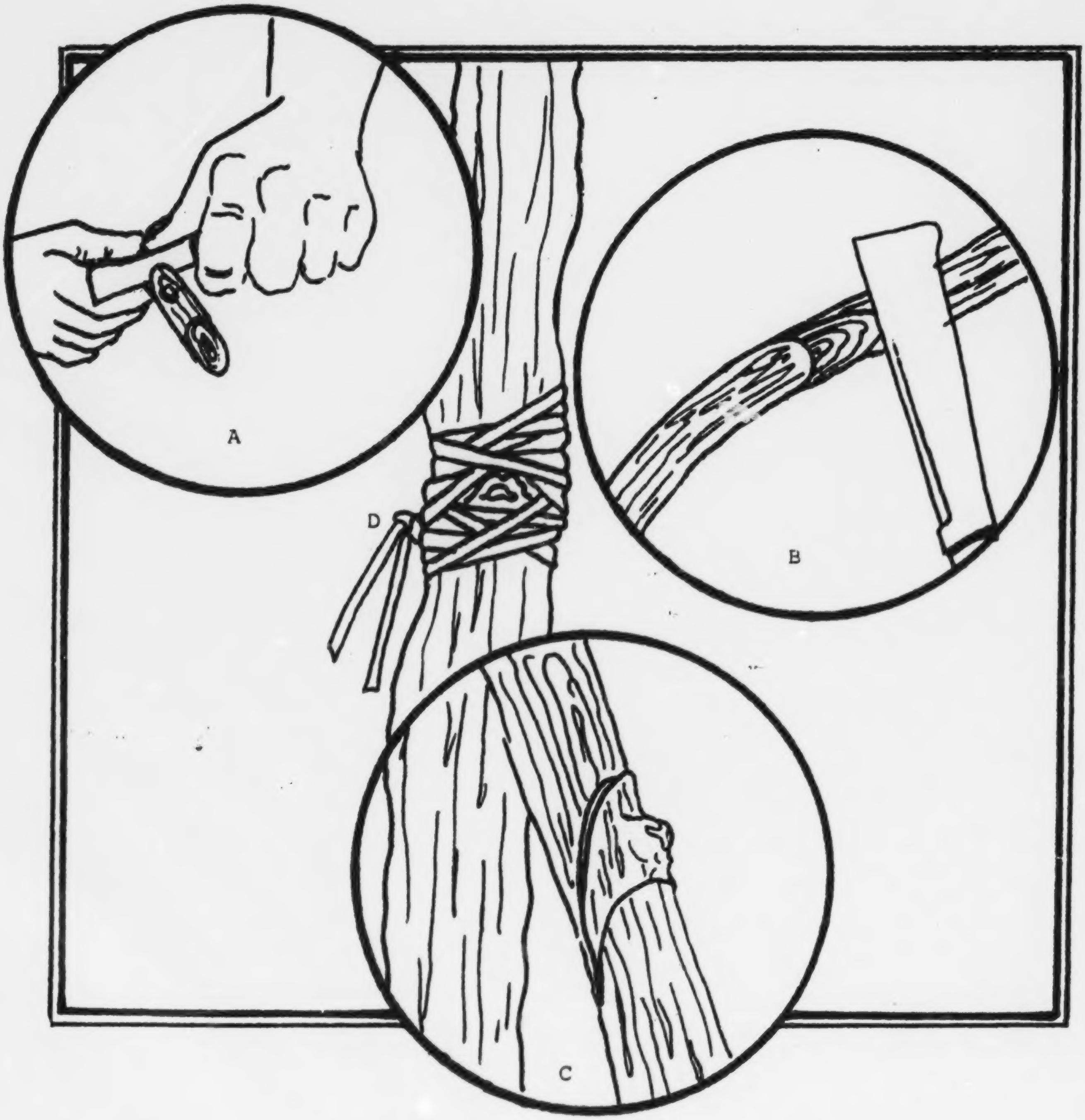
C. Tell your partner the meanings of these words:

bud

budder

budding

budded


A
B
D
C

A

Picture 5: These pictures show how to bud-graft a vine.

Add some details: Draw the budder down on his knees next to the vine. Draw another person with a shovel. Draw anything else you want.

A. A budder cuts a bud from a wine grape variety.

B. He cuts a notch in the rootstock wood.

C. He puts the bud in the notch.

D. He secures it with elastic tape (or a budding rubber).

More information:

After the rootstock is budded, another worker covers it with soil. The budder hopes that he will get a good "take".

Seven months later, you cut the head 1/2 inch above the bud. Cut it diagonally away from the bud. Then you put on the milk cartons.

Questions:

A: yes/no

1. A budder cuts a bud from the rootstock variety.

2. He cuts a notch in the rootstock wood.

3. He secures it with Scotch tape.

4. You need to cover the budded rootstock with soil.

5. You cut the head two inches above the bud.

6. Put the milk cartons on after you cut the head.

B. Answer the Questions:

1. Where does the budder put the bud?

2. Why do you need to cover the newly budded rootstock with dirt?

3. What does a good "take" mean?

4. When do you cut the head?

5. Why do you cut diagonally away from the bud?

6. When do you put the milk cartons over the vines?

B

Picture 5: These pictures show how to bud-graft a vine.

A. Find and underline these words in the sentences below: **budder, notch, secures, soil, "take", 1/2 inch, diagonally, put on**

A. A budder cuts a bud from a wine grape variety.

B. He cuts a notch in the rootstock wood.

C. He puts the bud in the notch.

D. He secures it with elastic tape (or a budding rubber).

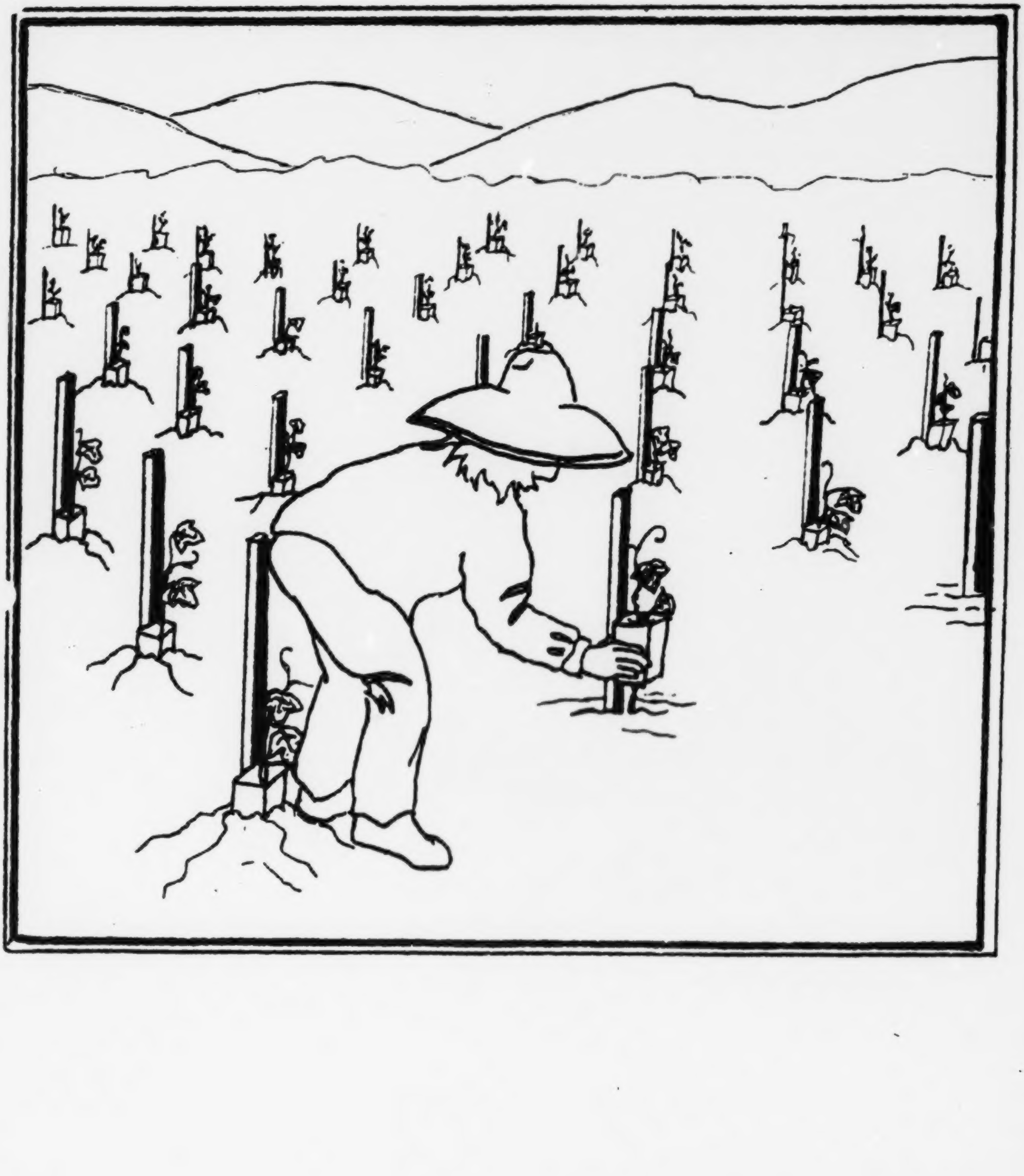
More information:

1. After the rootstock is budded, another worker covers it with soil.
2. The budder hopes that he will get a good "take".
3. Seven months later, you cut the head 1/2 inch above the bud.
4. Cut it diagonally away from the bud.
5. Then you put on the milk cartons.

B. Work with a partner. Ask and answer these questions:

1. Where does a budder get the bud he is going to graft?
2. What does he do to the rootstock wood?
3. Where does he put the bud?
4. How does he secure the bud?
5. What does the budder hope for?
6. What do you use to cover the newly budded rootstock?
7. Where do you cut the head seven months later? (Show me how.)
8. When do you put the milk cartons over the new vines?

PICTURE 6



A

Picture 6: A woman is taking a milk carton off of a new vine.

Add some details: Draw a rabbit in the vineyard. Write "MILK" on one of the cartons.
Draw a ball of bull rope. Draw anything else you want.

Story/Dictation

A woman is taking a milk carton off of a new vine. The cartons give warmth to the new growth. They also protect the young vines from rabbits and the wind.

As the vine grows up the stake, you need to tie it carefully. Use bull rope (sisal rope). Look for the straightest, strongest shoot. This shoot will become the trunk of the vine.

Questions:

A. Yes/No:

1. The woman is putting milk cartons over the stakes.

2. The plants are old.

3. You can see trellis wires in this picture.

4. New buds grow faster when they are cold.

5. As the vine grows up the stake, you need to tie it carefully.

6. The straightest, strongest shoot will become the trunk of the vine.

B. Answer the Questions:

1. What might rabbits do to a new vine?

2. How many ties do you make on a new vine?

3. Why do you use bull rope to tie the vines to the stakes?

4. How do you choose the shoot that will become the trunk of the vine?

C. Complete the Statements:

1. Milk cartons ____.

2. If you accidentally break off a new shoot___________________________________.

B

Picture 6: A woman is taking a milk carton off of a new vine.

A. Find and underline these words in the sentences below: **milk carton, warmth, protect, tie, bull rope, shoot, trunk.**

1. A woman is taking a milk carton off of a new vine.

2. The cartons give warmth to the new growth.

3. They protect the new vines from rabbits and the wind.

4. As the vine grows up the stake, you need to tie it carefully.

5. Use bull rope (sisal rope).

6. Look for the straightest, strongest shoot.

7. It will become the trunk of the vine.

B. Work with a partner. Ask and answer these questions:

1. What is the woman doing?

2. What needs warmth?

3. What animal likes to eat new grape vines?

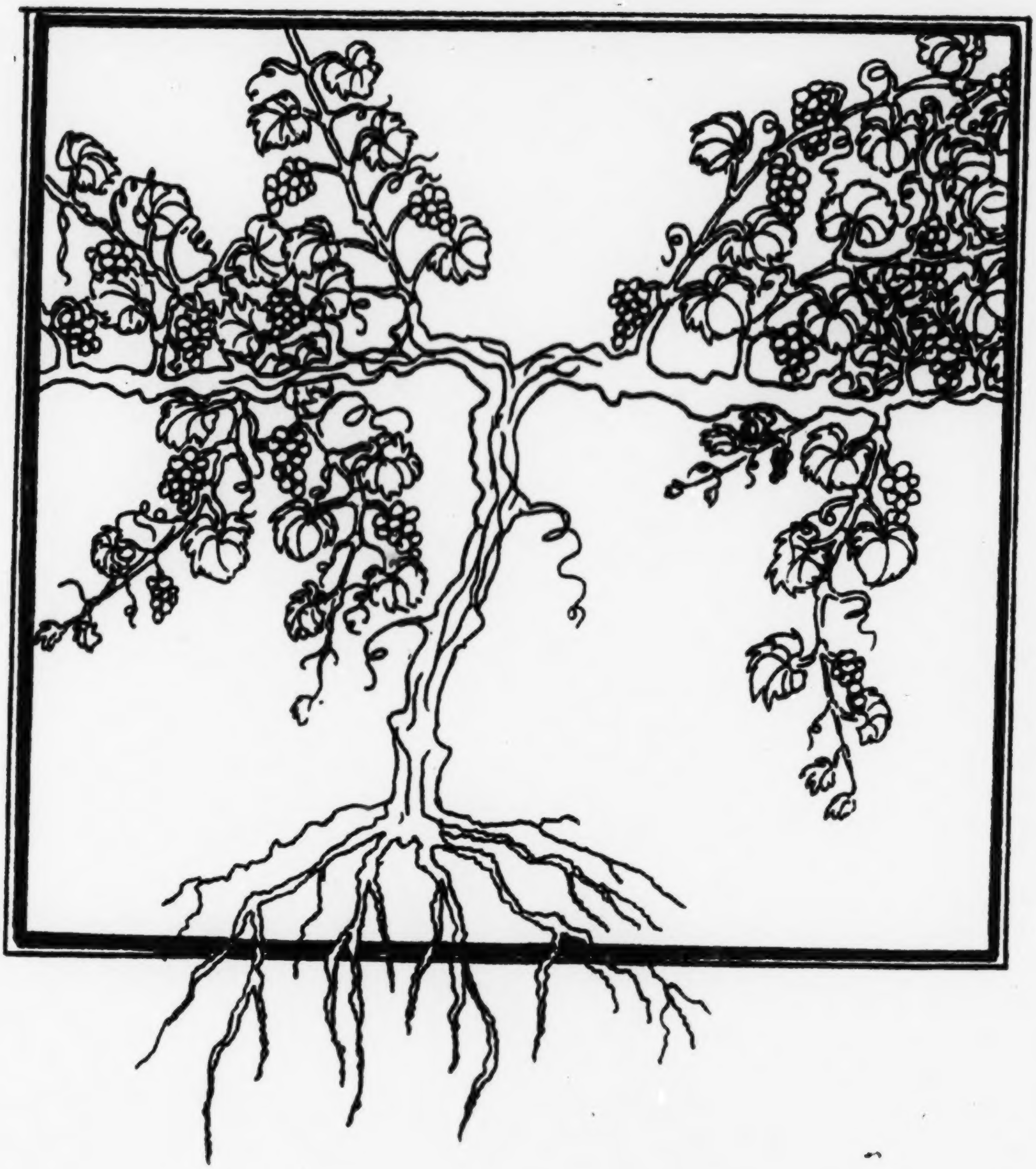
4. How do you tie the vine as it grows up the stake?

5. What kind of rope should you use?

6. Why do you look for the straightest, strongest shoot?

C. Demonstrate these actions to your partner.

1. Take off the milk carton.
2. Look for the straightest, strongest shoot.
3. Tie it to the stake.



A

Picture 7: A grapevine has many important parts.

Add some details: Label each part of the vine.

Story/Dictation

A grapevine has many important parts. Shoots come out of every bud. Each shoot has leaves, fruit and tendrils. There are usually two clusters of grapes on each shoot.

The leaves take in sunlight and oxygen. The roots take in water and nutrients from the soil. Sunlight, oxygen, water and nutrients all make the vine grow.

The tendrils reach out and attach the vine to the trellis and stakes.

Exercises:

A: yes/no

1. Each shoot has 7 or 8 clusters of grapes.

2. The leaves take in nutrients from the soil.

3. Sunlight helps plants grow.

4. Oxygen is food for vines.

5. Tendrils attach themselves to trellis wires and stakes.

6. Roots take in water and nutrients from the soil.

B: Answer the questions:

1. Do the shoots come out of the roots or the buds?

2. What does each shoot have?

3. Why do plants need sunlight, oxygen and water?

4. How do tendrils help vines?

C: Complete the statements:

1. I think grapevines are ____.

2. We can grow good wine grapes in the Napa Valley because _______________

____.

BEST COPY AVAILABLE

B

Picture 7: A grapevine has many important parts.

A. Find and underline these words in the sentences below:
shoot(s), tendrils, clusters, sunlight, oxygen, roots, nutrients, attach

1. A grapevine has many important parts.

2. Shoots come out of every bud.

3. Each shoot has leaves, fruit, and tendrils.

4. There are usually two clusters of grapes on each shoot.

5. The leaves take in sunlight and oxygen.

6. The roots take in water and nutrients from the soil.

8. Sunlight, oxygen, water and nutrients all make the vine grow.

7. The tendrils reach out and attach the vine to the trellis and stakes.

B. Work with a partner. Ask and answer these questions:

1. What comes out of every bud?

2. What does each shoot have?

3. How many clusters of grapes does each shoot usually have?

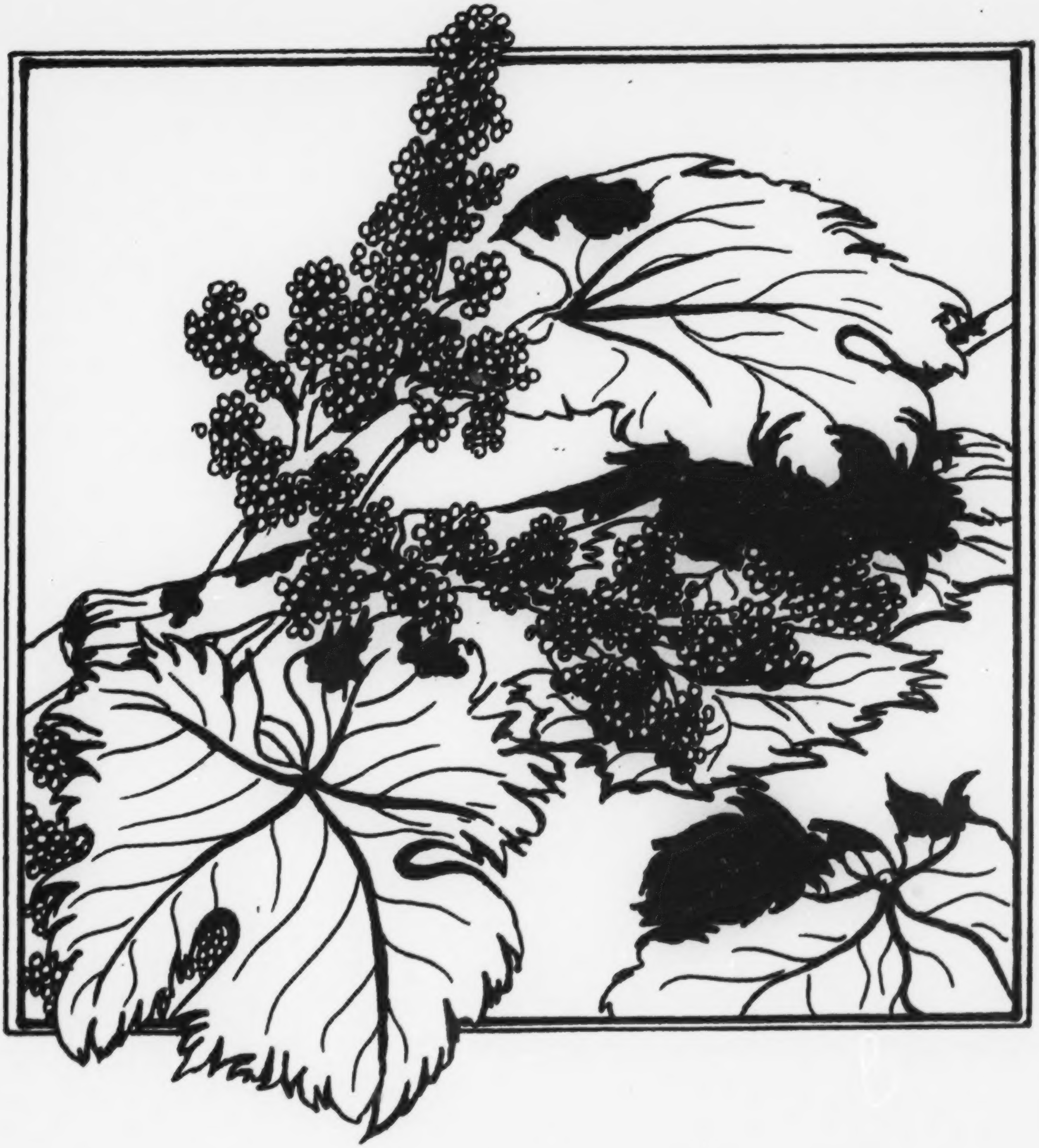
4. What do the leaves take in?

5. How does the plant get water and nutrients?

6. What makes the vine grow?

7. How does the vine get attached to the trellis and stakes?

C. Demonstrate these actions to your partner: come out, take in, reach out, attach



A

Picture 8: The first stage of fruit looks like tiny green berries.

Add some details: Draw a wind machine. Draw a sprinkler head. Draw anything else you want.

Story/Dictation

The first stage of fruit looks like tiny green berries. This is called the "flower". You will see these flowers sometime after budbreak.

After budbreak, growers must think about frost protection. Frost can damage new growth. A dangerous temperature is 31° Fahrenheit. Some ways to protect new growth against frost are

a. wind machines
    (They mix up the cold air near the ground with the warmer air that is higher up.)
b. sprinklers
    (They take advantage of the fact that when water changes from a liquid to a solid (ice), energy is given off and the temperature won't go below 32°.)

Exercises:

A: yes/no

1. Tiny green berries are called the "flower".

2. You see the "flower" before bud break.

3. Growers worry about frost protection in January.

4. Frost can damage new growth.

B: Answer the questions:

1. Does the first stage of fruit growth look like yellow flowers or tiny green berries?

2. Do growers think about frost protection in the spring or in the fall?

3. Name two ways you can protect new growth against frost.

4. How do wind machines protect new growth against frost?

5. What is given off when a liquid is changed to a solid?

C: Complete the statements:

1. Wind machines protect new growth against frost because they ______________________

____.

2. Another type of frost protection is ______________________________.

B

Picture 8: The first stage of fruit looks like tiny green berries.

A. Find and underline these words in the sentences below: **berries, flower, budbreak, frost protection, damage, dangerous temperature, new growth, wind machines, sprinklers**

1. The first stage of fruit looks like tiny green berries.

2. This is called the "flower".

3. You will see these flowers sometime after budbreak.

4. After budbreak, growers must think about frost protection.

5. Frost can damage new growth.

6. A dangerous temperature is 31° Fahrenheit.

7. Some ways to protect new growth against frost damage are
   a. wind machines
   b. sprinklers.

B. Work with a partner. Ask and answer these questions:

1. What does the first stage of fruit look like?

2. What do you call the tiny green berries?

3. What must growers think about after budbreak?

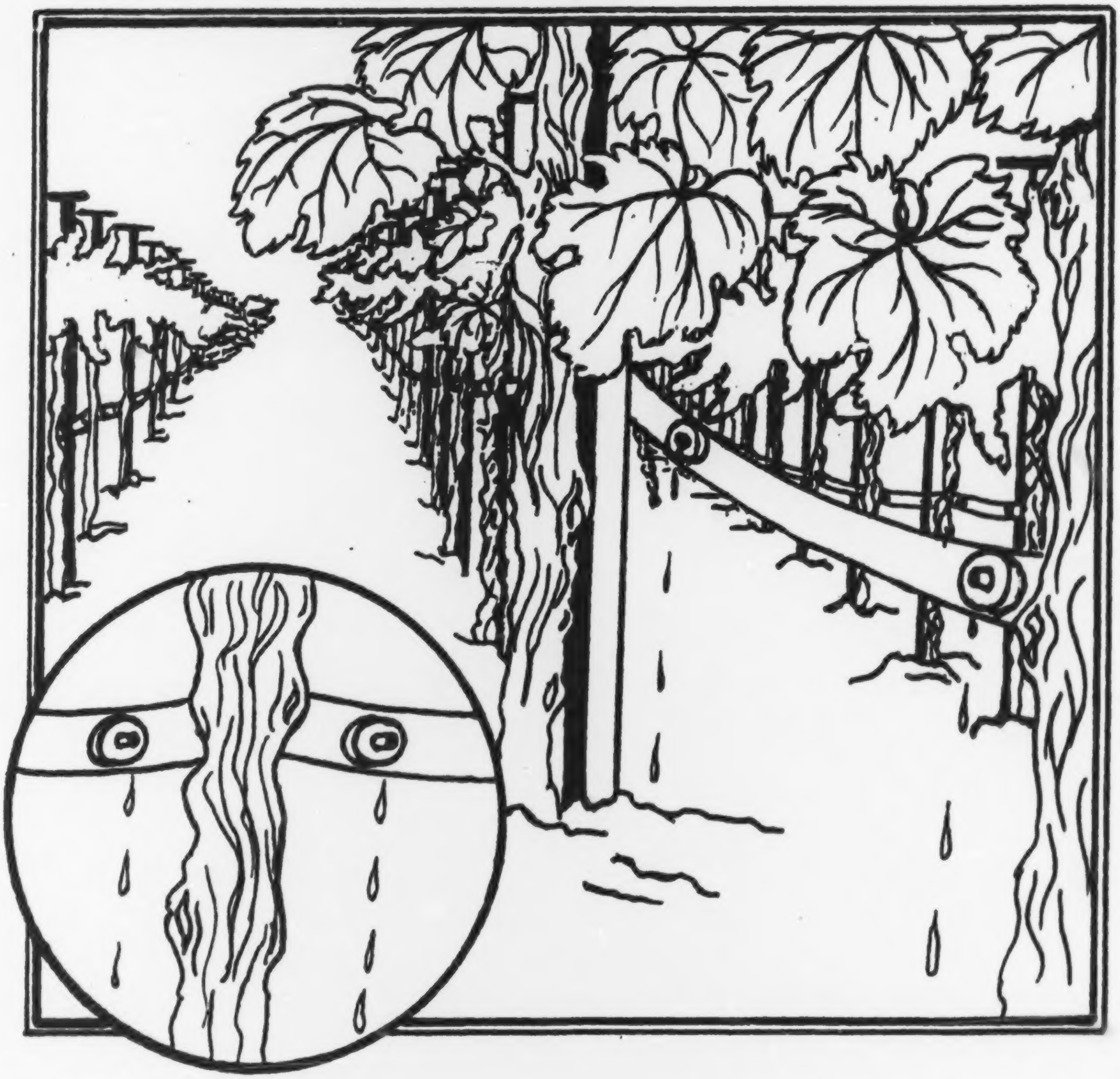
4. What can frost do to new growth?

5. What is 31° Fahrenheit?

6. Name two ways to protect new growth against frost damage.

C. Discuss this question:

What other types of frost protection do you know about?



A

Picture 9: Many vineyards use drip irrigation systems.

Add some details: Draw some suckers on the trunks of the vines. Draw some weeds on the ground. Draw anything else you want.

Story/Dictation:

Many vineyards use drip irrigation systems. Each vine has one or two emitters. The number depends on the spacing of the vines.

To install emitters, punch holes in the plastic hose and push in the emitters.

You start irrigating in May or June. It depends on how much rain there is in the late spring.

The length of time you irrigate and the intervals between irrigations depend on the type of soil and the age of the vines.

Usually you stop irrigating thirty days before harvest.

Exercises:

A: yes/no

1. Drip irrigation systems are common in the Napa Valley.

2. The number of emitters depends on the spacing of the vines.

3. You start irrigating the vineyard in December.

4. You can usually stop irrigating about 30 days before harvest.

B. Answer the questions:

1. Does the number of emitters you use depend on the variety or the spacing?

2. Does the irrigation starting time depend on how much rain you get or how much wind?

3. Do you install emitters by digging holes or punching holes?

4. What kind of irrigation system do many vineyards use?

5. How do you install emitters?

6. How many emitters do you put at each vine?

7. How far from the trunk of the vine should the emitters be placed?

8. How do you know when and how long to irrigate?

C: Complete the sentences:

1. A drip irrigation system consists of ____.

2. I like/don't like working with irrigation because ______________________________.

B

Picture 9: Many vineyards use drip irrigation systems.

A. Find and underline these words in the sentences below: **drip, emitters, spacing, punch holes, push in, start irrigating, how much rain there is, the type of soil, the age of the vines, thirty days before harvest.**

1. Many vineyards use drip irrigation systems.

2. Each vine has one or two emitters. The number depends on the spacing of the vines.

3. To install emitters, punch holes in the plastic hose and push in the emitters.

4. You start irrigating in May or June. It depends on how much rain there is in the late spring.

5. The length of time you irrigate and the intervals between irrigations depend on the type of soil and the age of the vines.

6. Usually you stop irrigating thirty days before harvest.

B. Work with a partner. Ask and answer these questions:

1. What kind of irrigation system do many vineyards use?

2. How many emitters does each vine have?

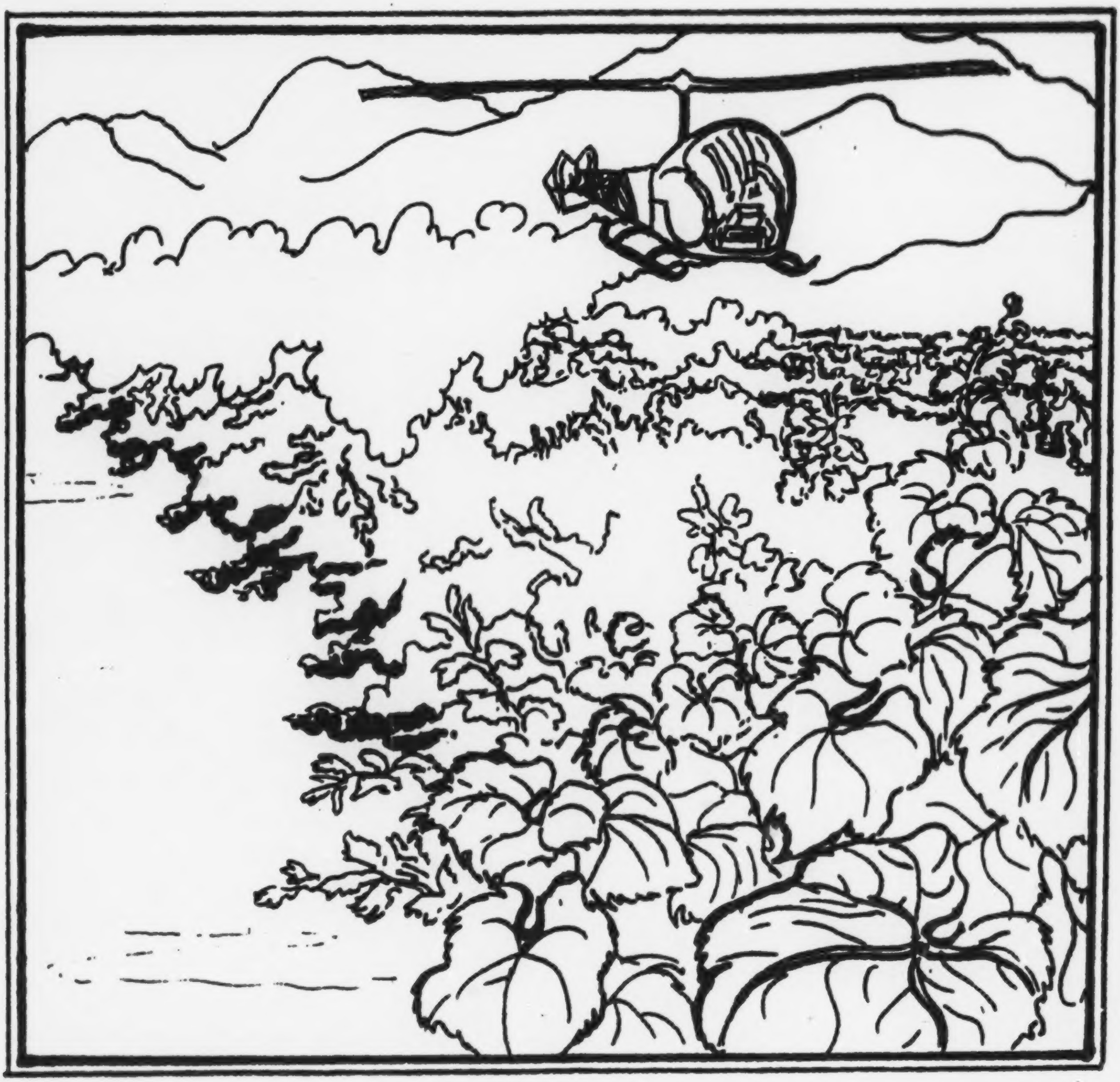
3. How do you install emitters?

4. What do you do in May or June?

5. How do you know how long to irrigate?

6. When do you usually stop irrigating?

C. Demonstrate these actions: punch a hole, push in an emitter, turn on the valve, turn off the valve



A.

Picture 10: Many ranches use sulfur dust on the vines.

Add some details: Draw a tractor pulling a spray rig. Draw a person wearing a mask, goggles, and gloves. Draw a bag of sulfur. Draw some grapes affected by powdery mildew.

Story/Dictation:

Many ranches use sulfur dust on the vines. Some big ranches use helicopters and airplanes to dust the vines. Most ranches have their workers put sulfur on the vines on the ground. They use a spray rig. A tractor pulls the spray rig. They usually spray the vines at night or early in the morning. It is important to spray when the air is calm and the temperature is cool.

You use sulfur to prevent powdery mildew from forming on the grapes. If the vines get powdery mildew you have to wash it off with lots of water.

You usually spray the vines every 14 days from April to July.

Exercises:

A. yes/no

1. All ranch owners use helicopters and airplanes to dust their vines with sulfur.

2. You can put sulfur dust on the vines by using a spray rig on the ground.

3. Sulfur prevents phylloxera.

4. There are other chemicals that will also prevent powdery mildew.

B. Answer the questions:

1. Do you spray sulfur on the vines when the temperature is hot or cool?

2. Do you want to weather to be calm or windy when you spray?

3. Do you get rid of powdery mildew by blowing it off or by washing it off?

4. Where might you see an airplane or helicopter dusting with sulfur?

5. How can you get rid of powdery mildew?

6. Why do lots of ranches have their workers spray at night?

7. When do you start sulfuring?

C. Complete the sentences:

1. Another chemical that we use to prevent powdery mildew is ______________________.

2. When you dust with sulfur you must wear ________________________________.

3. If you get sulfur in your eyes ____.

B.

Picture 10: Many ranches use sulfur dust on the vines.

A. Find and underline these words in the sentences below: **sulfur dust, big ranches, workers, spray rig, tractor, at night or early in the morning, calm, cool, powdery mildew, other chemicals, wash it off, every 14 days.**

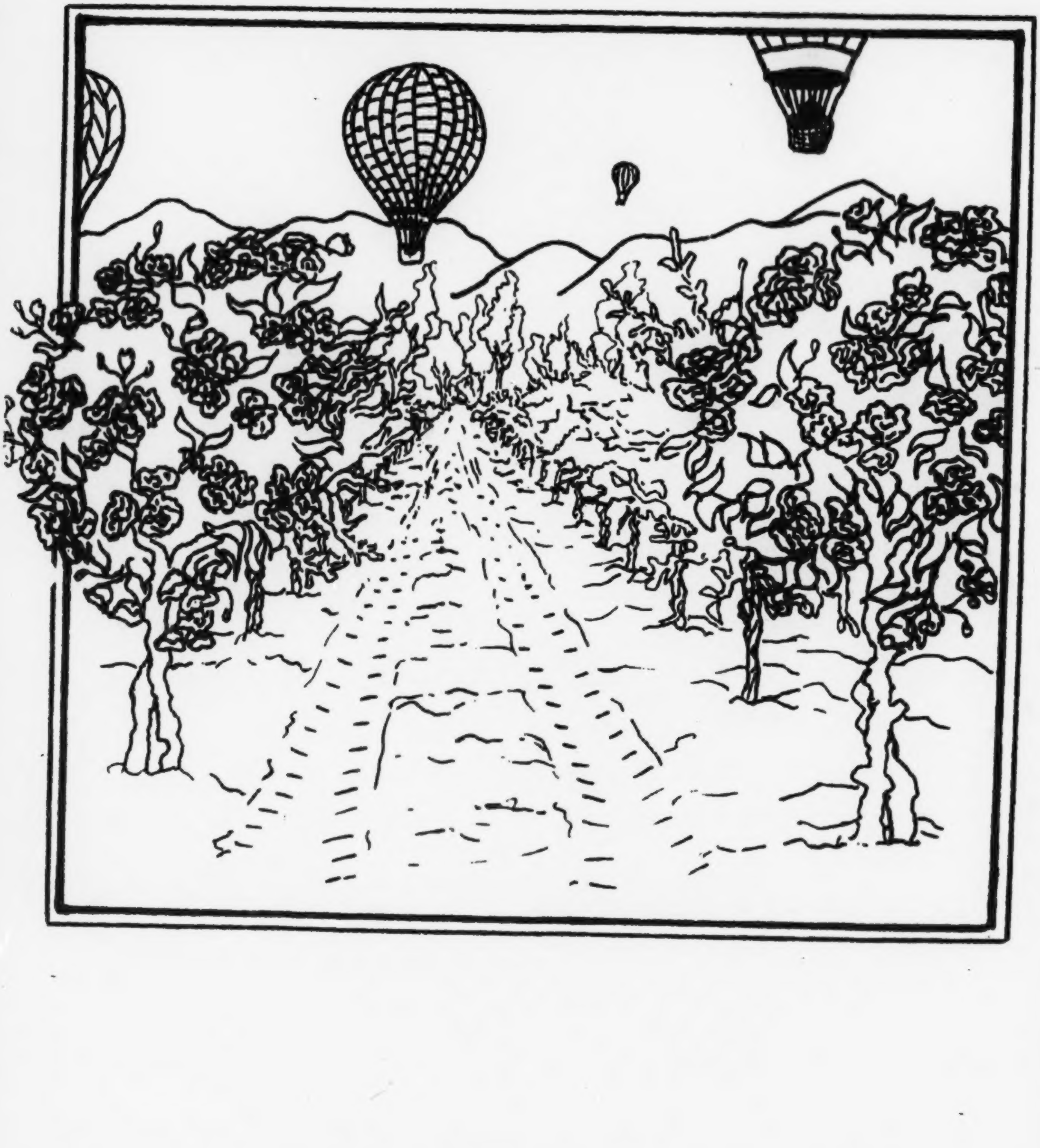
1. Many ranches use sulfur dust on the vines. Some big ranches use helicopters and airplanes to dust the vines.
2. Most ranches have their workers put sulfur on the vines from the ground. They use a spray rig.
3. A tractor pulls the spray rig.
4. They usually spray the vines at night or early in the morning.
5. It is important to spray when the air is calm and the temperature is cool.
6. You use sulfur to prevent powdery mildew from forming on the grapes. There are some other chemicals you can use instead of sulfur.
7. If the vines get powdery mildew you have to wash it off with lots of water.
8. You usually spray the vines every 14 days from April to July.

B. Work with a partner. Ask and answer these questions.

1. What do many ranches use on the vines to prevent powdery mildew?
2. Who usually puts sulfur on the vines?
3. What kind of vehicle pulls the spray rig?
4. What time of day do they usually spray the vines?
5. How should the air be when you spray? What should the temperature be?
6. What else can you use to prevent powdery mildew?
7. What do you have to do if the vines get powdery mildew?
8. How often do you spray the vines?

C. Discuss this question:
How do you protect your eyes, face, and skin from the chemicals that are used in spraying?

PICTURE 11



A

Picture 11: This is a typical scene in the Napa Valley.

Add some details: Draw a picnic table in the vineyard. Put some food on the table. Put people around it. Draw anything else you want.

Story/Dictation: This is a typical scene in the Napa Valley. Hot air balloon rides are popular here. The balloons go up early in the morning. If they land in a vineyard, they have to be careful. They could damage the vines. Some ranches have signs that say, "Don't land here!"

Quite a few vineyards have roses planted at the end of each row. Do you think the roses are for the tourists or the workers?

Exercises:

A. yes/no

1. There are a lot of hot air balloon rides in the Napa Valley.
2. Vineyard workers ride to work in hot air balloons.
3. Some growers plant roses in the middle of the rows of grapes.

B. Answer the questions:

1. Are hot air balloon rides more for the tourists or for the people who live here?
2. Do hot air balloons go up early in the evening or early in the morning?
3. Do hot air balloon pilots have any control over where the balloons land?
4. Why do people like to go up in hot air balloons?
5. Where do some growers plant roses?

C. Complete the sentences:

1. Hot air balloons are ______________________________.
2. I like to see ______________________________.
3. I don't like to see ______________________________.

BEST COPY AVAILABLE

B

Picture 11: This is a typical scene in the Napa Valley.

A. Find and underline these words in the sentences below: **typical, balloon(s), go up, land, damage, signs, roses, tourists, workers.**

1. This is a typical scene in the Napa Valley.

2. Hot air balloon rides are popular here.

3. The balloons go up early in the morning.

4. If they land in a vineyard, they have to be careful.

5. They could damage the vines.

6. Some ranches have signs that say, "Don't land here!"

7. Quite a few vineyards have roses planted at the end of each row.

8. Do you think the roses are for the tourists or the workers?

B. Work with a partner. Ask and answer these questions:

1. What kind of scene is this?

2. What kind of rides are popular here?

3. When do the balloons go up?

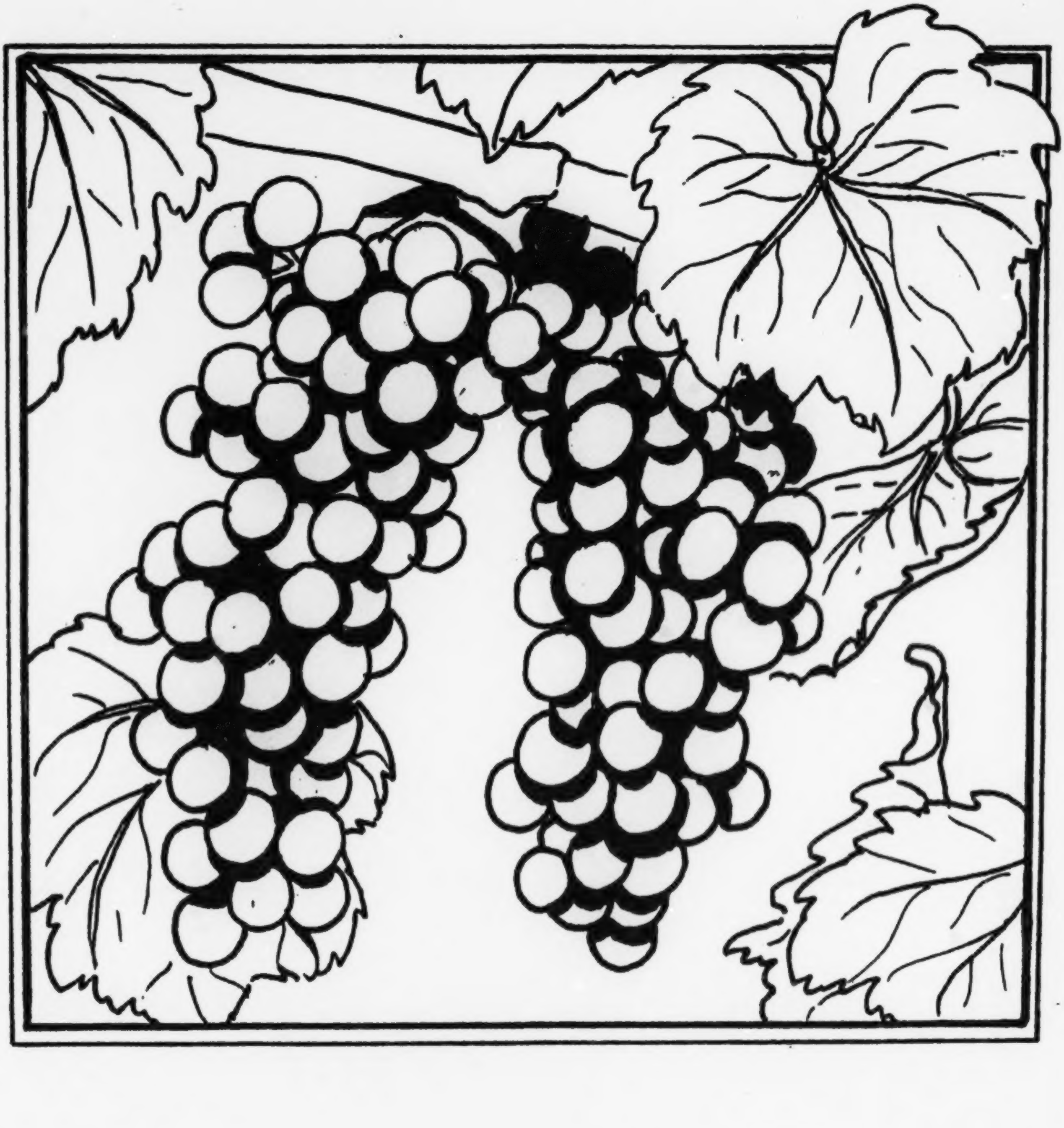
4. Do you want hot air balloons to land in the vineyard?

5. What do some signs say?

6. What do quite a few vineyards have?

7. Who are the roses for?

C. Demonstrate these actions: go up, land, drink coffee, drink champagne, smell a rose, pick a rose.



A

Picture 12: These grapes are ripe.

Add some details: Color the grapes purple. Draw a ladybug on one of the leaves. Draw anything else you want.

Story/Dictation:

These grapes are ripe. They have reached the desired sugar content. They are ready to be picked.

Before harvest a person collects berry samples. The sugar content is measured. It is measured in "degrees Brix".

Grapes with green skins are used to make white wine. Usually grapes with purple skins are used to make red wine and rosé (blush) wine. People in the wine industry refer to these grapes as "reds" and "whites".

Exercises:

A. yes/no

1. Grapes are considered ripe when their sugar content is high enough.
2. Berry samples are usually collected after harvest.
3. The sugar content is measured in degrees Fahrenheit.
4. Grapes with green skins are used to make red wine.
5. Grapes with purple skins are used to make blush wine and red wine.

B. Answer the questions:

1. Is white wine made with red wine grapes or white wine grapes?

2. Is the sugar content of grapes measured in degrees Brix or degrees centigrade?

3. Do you collect berry samples from one vine or from many vines?

4. What is one way to measure the sugar content of grapes?

5. Why do people in the wine industry refer to purple grapes as red grapes?

6. What kind of grapes are used to make white wine?

7. How do you make white zinfandel wine?

8. When do you pick grapes?

C. Complete the sentences:

1. Grapes are ready to be picked when ________________________________.

2. Grapes with purple skins are used to ________________________________.

3. You collect berry samples to ____.

BEST COPY AVAILABLE

B

Picture 12: These grapes are ripe.

A. Find and underline these words in the sentences below: ripe, **desired, picked, berry samples, sugar content, degrees Brix, green skins, rosé, wine industry.**

1. These grapes are ripe.

2. They have reached the desired sugar content.

3. They are ready to be picked.

4. Before harvest a person collects berry samples.

5. The sugar content is measured.

6. It is measured in "degrees Brix".

7. Grapes with green skins are used to make white wine.

8. Usually grapes with purple skins are used to make red wine and rosé (blush) wine.

9. People in the wine industry refer to these grapes as "reds" and "whites".

B. Work with a partner. Ask and answer these questions:

1. What is the condition of grapes that are ready to be picked?

2. What kind of sugar content have they reached?

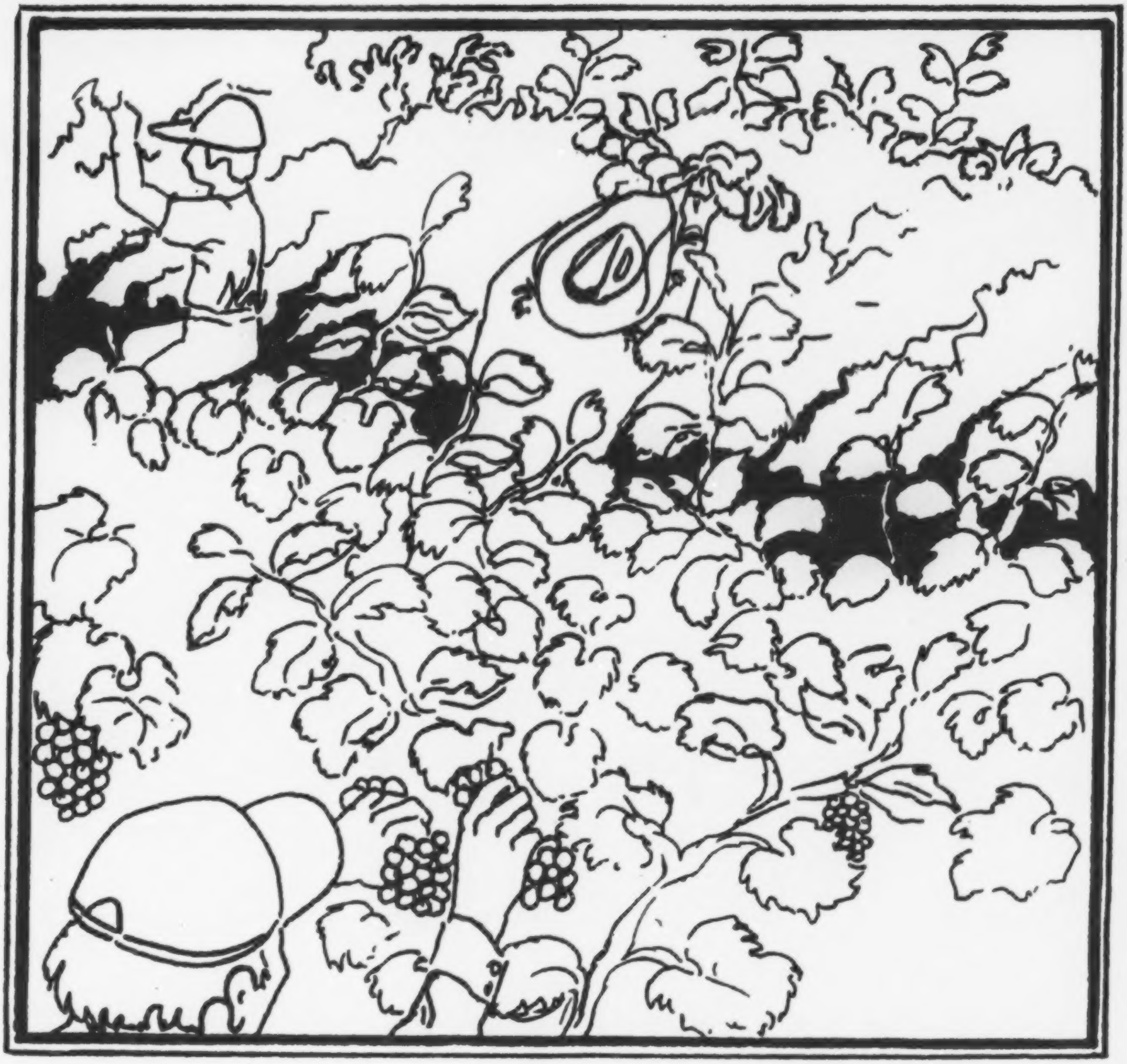
3. What does somebody collect before harvest?

4. How is the sugar content of wine grapes measured?

5. What is another way to say blush wine?

6. Which people refer to grapes as "reds" and "whites?

C. Discuss this question: Why is the sugar content of wine grapes so important?



A

Picture 13: The pickers are picking grapes by hand.

Add some details: Put a cutting knife in one of the picker's hands. Write something on one of the caps. Draw anything else you want.

Story/Dictation:

The pickers are picking grapes by hand. Each picker uses a sharp knife to cut the clusters from the vine. Sometimes pickers wear gloves. They always wear caps or hats.

You start picking early in the morning. You start as soon as the sun comes up. The wineries like the grapes to be as cool as possible.

Exercises:

A. yes/no

1. The pickers are wearing gloves.
2. They are picking all the leaves.
3. They are picking grapes by hand.
4. They use sharp knives.
5. They usually start picking at noon.

B. Answer the questions:

1. Who are the people in this picture?

2. Do pickers start early or late?

3. Do the pickers pull the grapes off or cut them off?

4. What are the pickers doing?

5. Why do you wear a cap or hat?

6. Why do some people like to wear gloves?

7. What condition do the wineries like the grapes to be in?

C. Complete the sentences:

1. I like to pick grapes because ______________________________.

2. I don't like to pick grapes because ______________________________.

3. Sometimes ______________________________.

B

Picture 13: The pickers are picking grapes by hand.

A. Find and underline these words in the sentences below: **by hand, sharp knife, clusters, gloves, caps or hats, start picking, the sun comes up, as cool as possible.**

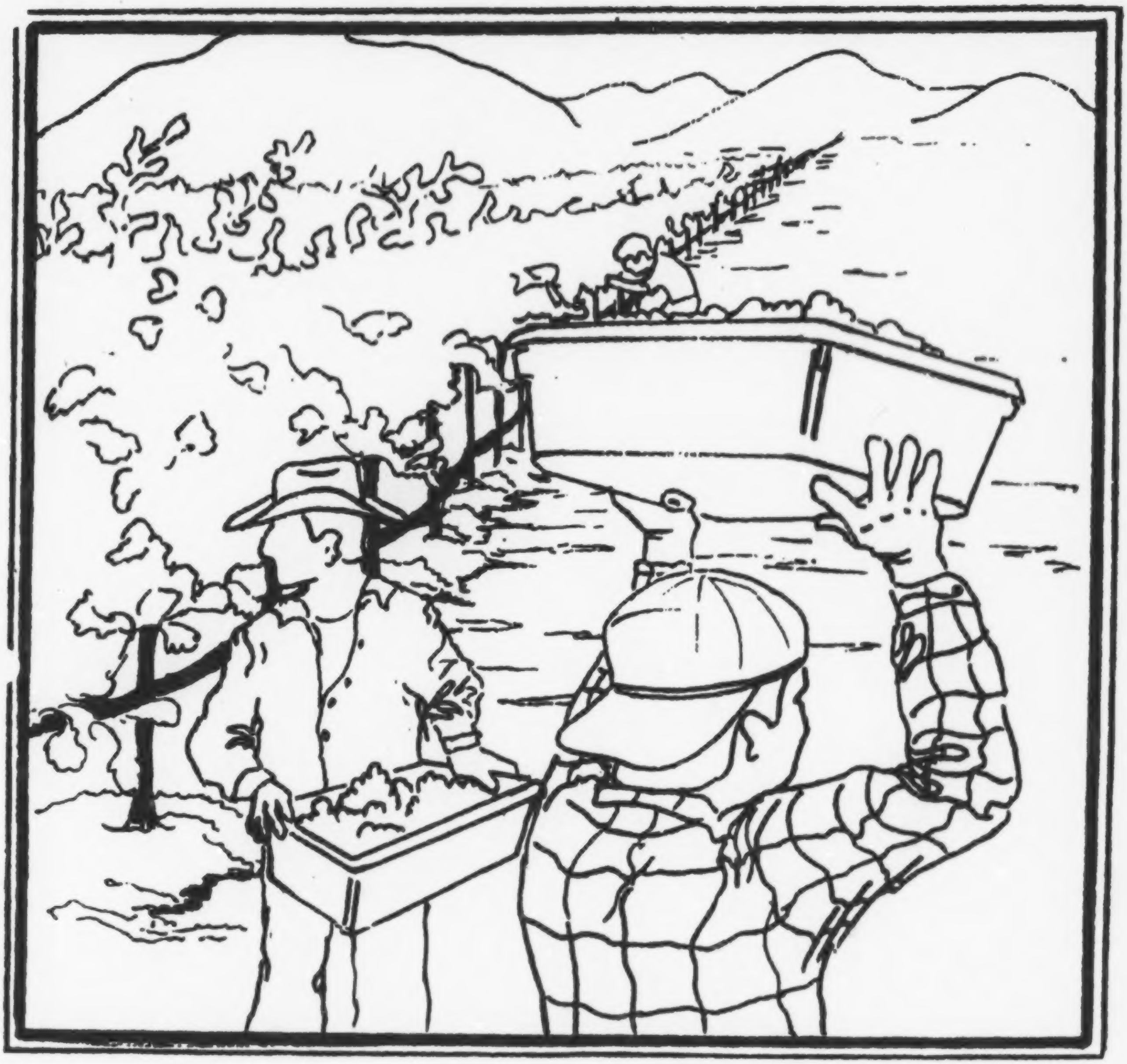
1. The pickers are picking grapes by hand.
2. Each picker uses a sharp knife to cut the clusters from the vine.
3. Sometimes pickers wear gloves.
4. They always wear caps or hats.
5. You start picking early in the morning.
6. You start as soon as the sun comes up.
7. The wineries like the grapes to be as cool as possible.

B. Work with a partner. Ask and answer these questions:

1. How are the pickers picking the grapes?
2. What do they use to cut the clusters from the vine?
3. What do pickers sometimes wear?
4. What do pickers always wear?
5. What do you do early in the morning?
6. When do you start?
7. What condition do the wineries like the grapes to be in?

C. Demonstrate the following: picking grapes, sharpening your knife, taking off your cap, the sun comes up

PICTURE 14



A

Picture 14: The men are carrying picking pans full of grapes.

Add some details: Draw faces on the men. Write something on the baseball cap. Change the cowboy hat to a cap. Draw anything else you want.

Story/Dictation: The men are carrying picking pans full of grapes. Each pan weighs between 50 and 60 pounds when it is full. The weight depends on the kind of grapes. A good picker has to be strong. But even more important, he or she has to have the ability to do a good job.

Exercises:

A. yes/no

1. You pick grapes into picking pans.
2. An empty pan weighs about 50 pounds.
3. A good picker has to have the ability to do a good job.

B. Answer the questions:

1. Who are the people in the picture?
2. Are they picking strawberries or grapes?
3. Are they carrying or dropping their pans of grapes?
4. How many pickers are there in the picture?
5. How much does a full pan of grapes weigh.
6. What does the weight depend on?
7. What does a good picker have to be?
8. What does a good picker have to have?

C. Complete the sentences:

1. In one day I can pick ____.

2. You have to be strong to ____.

3. When you pick grapes, the most important thing is ______________________________

____.

BEST COPY AVAILABLE

B

Picture 14: The men are carrying picking pans full of grapes.

A. Find and underline these words in the sentences below: **picking pans, pounds, weight, strong, ability,**

1. The men are carrying picking pans full of grapes.

2. Each pan weighs between 50 and 60 pounds when it is full.

3. The weight depends on the kind of grapes.

4. A good picker has to be strong.

5. But even more important, he or she has to have the ability to do a good job.

B. Work with a partner. Ask and answer these questions.

1. What are the men carrying?

2. How much does each pan weigh when it is full?

3. What does the weight depend on?

4. What does a good picker have to be?

5. What does a good picker have to have?

C. Make up new sentences using these words:

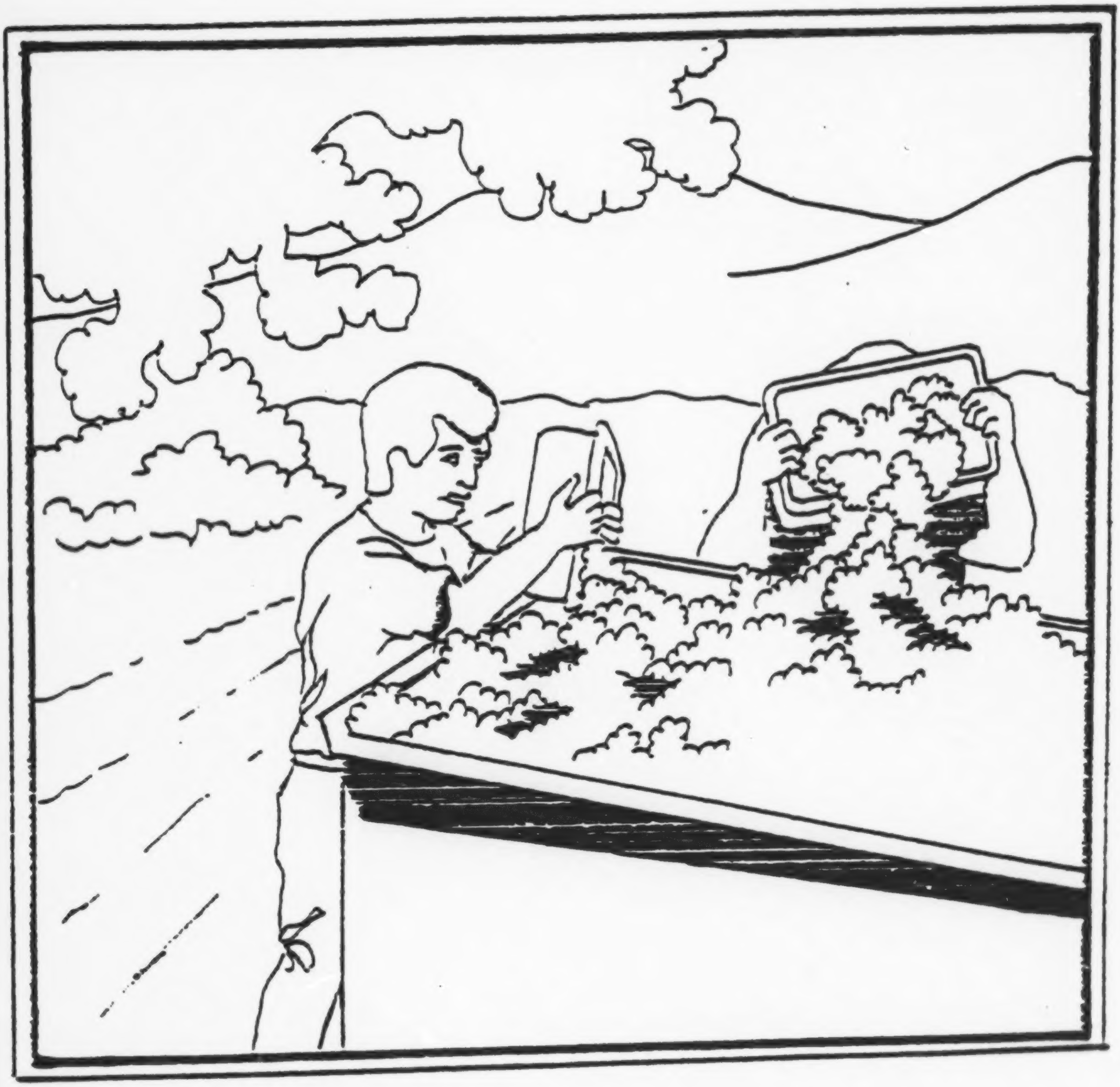
weigh: ____

weighs: ____

weight: ____

scale: ____

D. Demonstrate the following: carry, drop,



A

Picture 15: These pickers are dumping their grapes into a gondola.

Add some details: Put caps on the pickers. Draw a hot air balloon in the sky. Draw anything else you want.

Story/Dictation:

These pickers are dumping their grapes into a gondola. Sometimes pickers get paid for each pan they pick. Sometimes they get paid by the pound or by the ton. A ton is 2,000 pounds. Fast pickers can make more money.

Try not to pick the leaves.

Exercises

A. yes/no

1. The men are taking grapes out of the gondola.
2. The pickers carry the grapes to the winery.
3. If you pick fast, you can make more money.

B. Answer the questions:

1. Are pickers paid by the bunch or by the pan?
2. Do the pickers throw or dump their grapes into the gondola?
3. How many pounds make one ton?
4. How can you make more money picking grapes?
5. What should you try not to pick?
6. Who keeps track of how many grapes you pick?
7. How do you know what variety of grapes you are picking?

C. Complete the sentences:

1. When I look at this picture, I ____.
2. My first job in the United States was __________________________________.

B

Picture 15: These pickers are dumping grapes into a gondola.

A. Find and underline these words in the sentences below: **gondola, get paid, by the pound, by the ton, 2,000 pounds, fast, leaves.**

1. These pickers are dumping their grapes into a gondola.

2. Sometimes pickers get paid for each pan they pick.

3. Sometimes they get paid by the pound or by the ton.

4. A ton is 2,000 pounds.

5. Fast pickers can make more money.

6. Try not to pick the leaves.

B. Work with a partner. Ask and answer these questions:

1. Where are the pickers dumping their grapes?

2. What happens to the pickers after they pick the grapes?

3. How do they get paid?

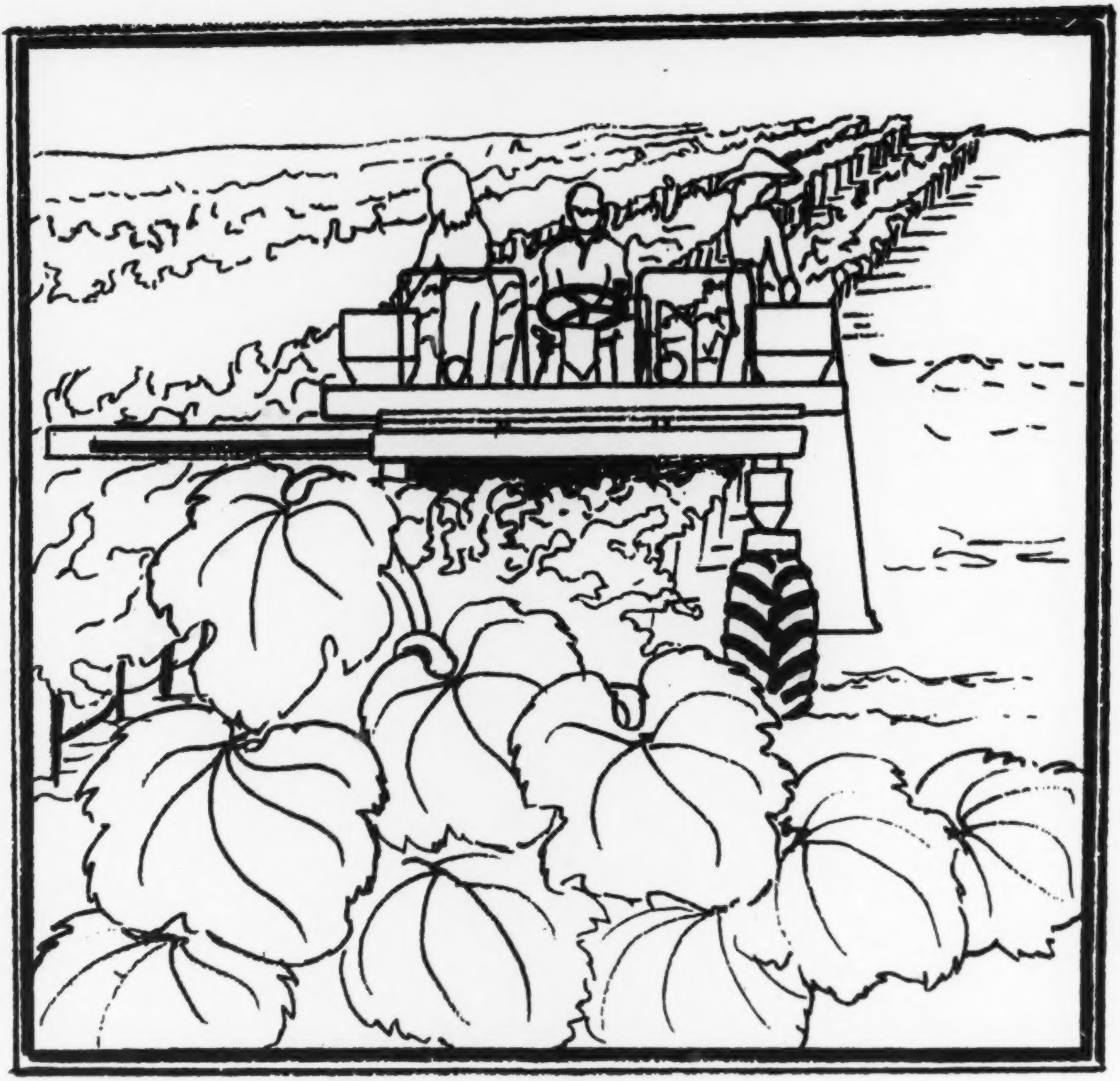
4. How many pounds are there in a ton?

5. What kind of pickers can make more money?

6. What should you try not to pick?

C. Demonstrate the following with an imaginary picking pan:

lift, carry, dump, throw



A

Picture 16: Some vineyards use machine pickers.

Add some details: Draw a moon in the sky. Show the beams of the headlights of the harvester. Draw anything else you want.

Story/Dictation:

Some vineyards use machine pickers. They are also called mechanical harvesters. The machine shakes the clusters from the vines. Two people on the harvester check the grapes that are picked. They usually harvest at night because it is cool. There are big headlights on the harvester.

Exercises

A. yes/no

1. They are picking grapes by hand.

2. There are three people on the machine picker.

3. Machine pickers are also called mechanical harvesters.

4. They usually harvest at night.

B. Answer the questions:

1. Who is driving the tractor?

2. Is this a machine picker or a hand picker?

3. Do you usually use machine pickers at night or in the daytime?

4. Does the machine picker shake the grapes or cut the grapes off the vine?

5. Who do they use machine pickers at night?

6. How do they see the grapes?

7. How many people do you need to operate a machine picker?

C. Complete the sentences:

1. Some vineyard companies use ____.

2. The machine pickers shake ____.

3. They harvest the grapes at night because ______________________________.

BEST COPY AVAILABLE

B

Picture 16: Some vineyards use machine pickers.

A. Find and underline these words in the sentences below: machine, **mechanical harvesters, clusters, check, at night, headlights.**

1. Some vineyards use machine pickers.

2. They are also called mechanical harvesters.

3. The machine shakes the clusters from the vines.

4. Two people on the harvester check the grapes that are picked.

5. They usually harvest at night because it is cool.

6. There are big headlights on the harvester.

B. Work with a partner. Ask and answer these questions:

1. What kind of pickers do some vineyards use?

2. What is another way to call machine pickers?

3. What does the machine shake from the vines?

4. What do the people on the machine picker do?

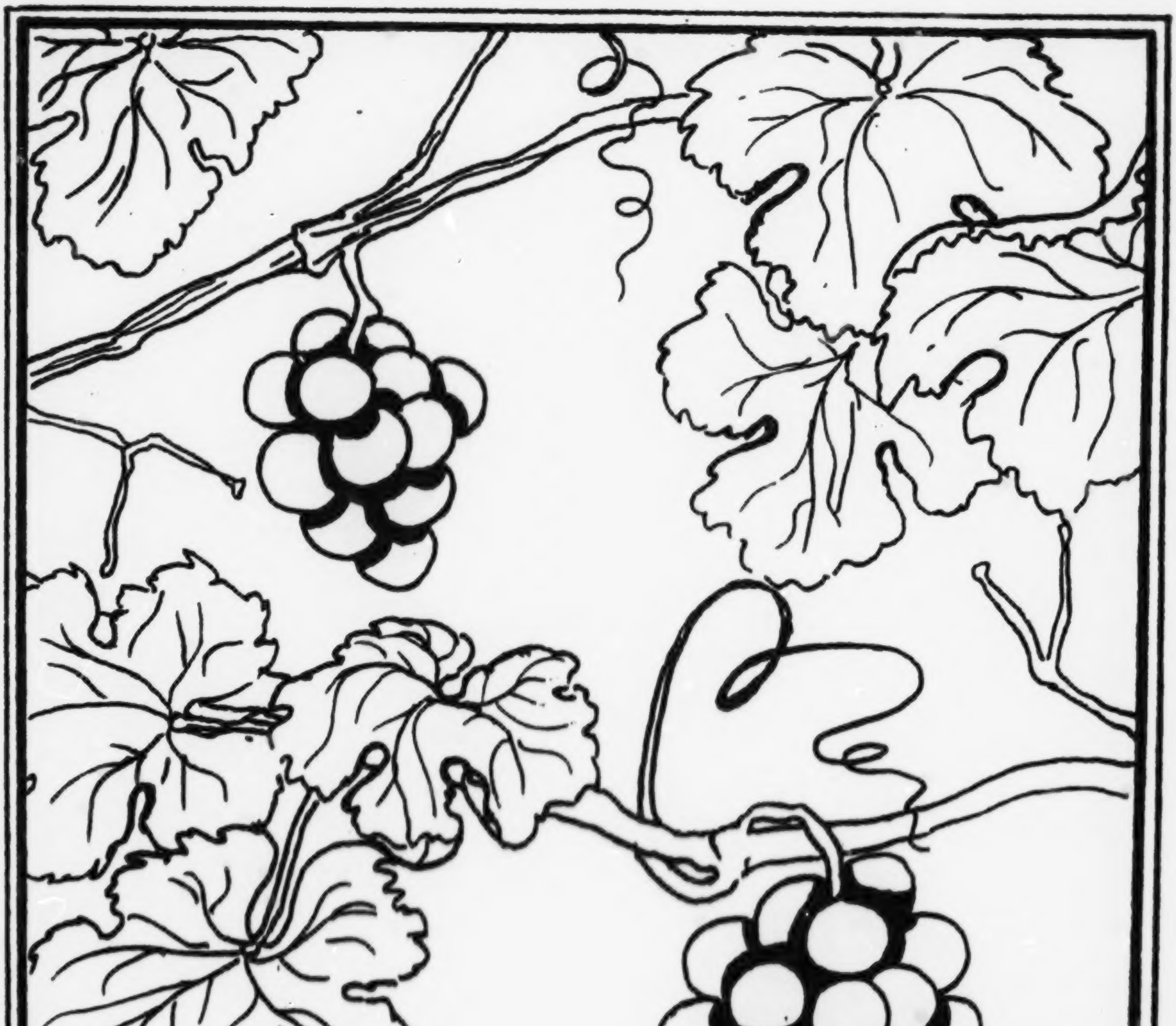
5. When do they usually use mechanical harvesters?

6. How do they see what they are doing?

C. Discuss this question: What are the advantages and disadvantages of using machine pickers?

advantages:____

disadvantages:______________________________________



A

Picture 17: These small clusters are called second crop.

Add some details: Draw some bees buzzing around one of the clusters. Draw anything else you want.

Story/Dictation:

These small clusters are called second crop. Don't pick these clusters at the first picking. They are not ripe enough yet.

Sometimes you pick these clusters later. It depends on the harvest. The winemaker will decide. It takes a lot longer to fill your picking pan with second crop grapes!

Exercises

A. yes/no

1. These small clusters are called second crop.

2. You can pick these clusters anytime you want.

3. These clusters are sweeter than the big clusters.

4. Usually the winemaker decides when and if to pick second crop grapes.

5. These clusters are smaller than the first crop grapes.

B. Answer the questions:

1. Are these grapes first or second crop?

2. Do you pick these clusters early or late in the harvest season?

3. Why shouldn't you pick these clusters at the first picking?

4. Who decides when and if to pick the second crop grapes?

5. What does it depend on?

6. Why does it take a lot longer to fill your picking pan with second crop grapes?

C. Complete the sentences:

1. My experience with second crop grapes is ________________________________

____.

2. If I were a winemaker I would ____

____.

B

Picture 17: These small clusters are called second crop.

A. Find and underline these words in the sentences below: **second crop, Don't pick, ripe, later, harvest, winemaker, fill.**

1. These small clusters are second crop.

2. Don't pick these clusters at the first picking.

3. They are not ripe enough yet.

4. Sometimes you pick these clusters later.

5. It depends on the harvest.

6. The winemaker will decide.

7. It takes a lot longer to fill your picking pan with second crop grapes!

B. Work with a partner. Ask and answer these questions:

1. What are these small clusters called?

2. What should you do with these clusters at the first picking?

3. Why shouldn't you pick them at the first picking?

4. When do you pick second crop grapes?

5. Who decides when and if to pick second crop grapes?

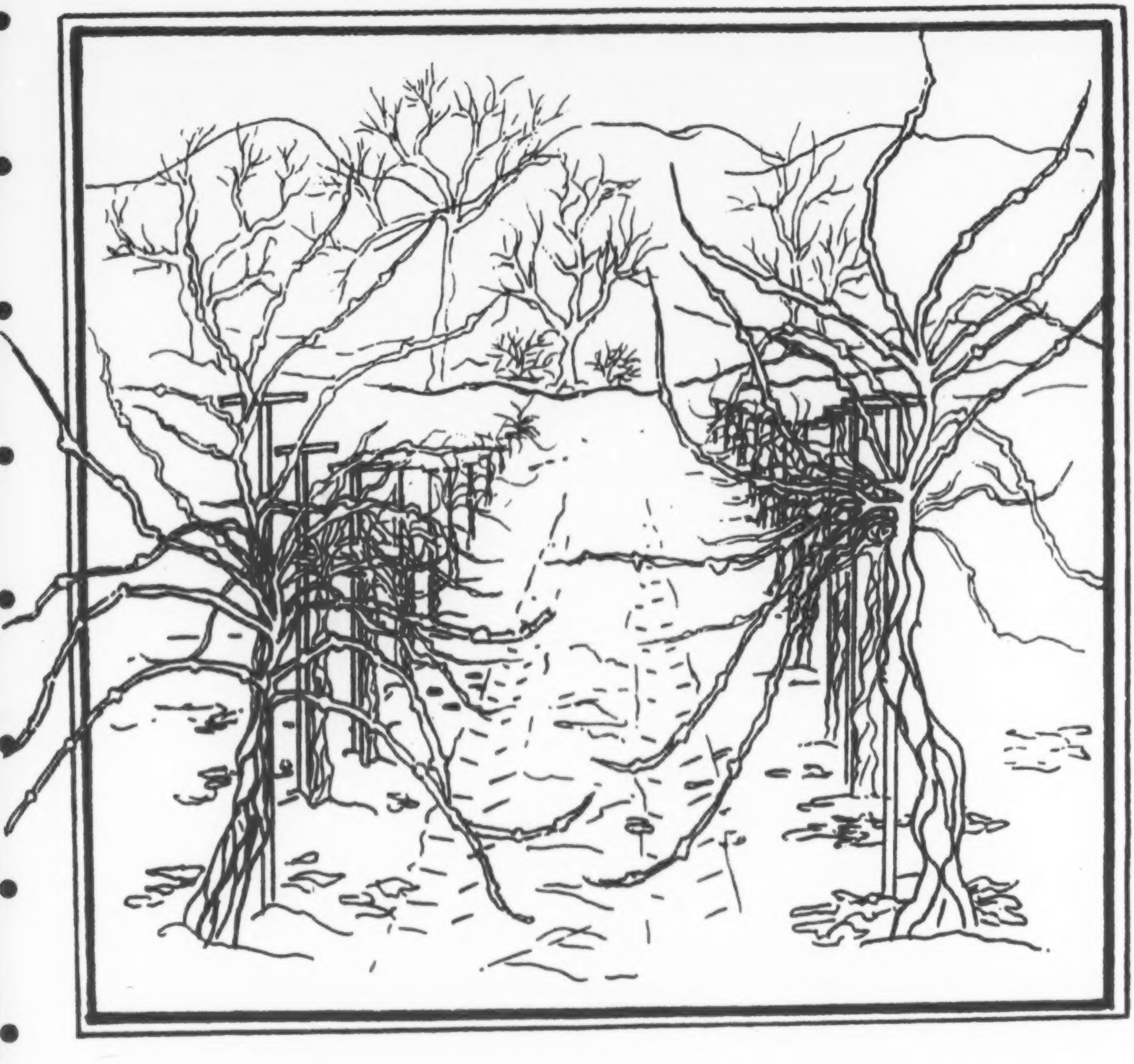
6. What does it take a lot longer to do with second crop grapes?

C. Make up new sentences using these words:

crop: ____

harvest: ____

"crush": ____



A

Picture 18: It is winter now.

Add some details: Draw an airplane headed for Mexico. Draw a Christmas tree on top of one of the hills. Draw anything else you want.

Story/Dictation:

It is winter now. The vines are dormant. All of the leaves have dropped off. The vines are resting. The workers can rest. In December or January the workers can start to prune. Then the vines will look neat again.

Exercises

A. yes/no

1. The vines are dormant in the summer.
2. The leaves drop off because the vines need to rest.
3. The workers can't rest.
4. These vines are dead.
5. The workers will start to prune in April or May.
6. The vines look neat after they are pruned.

B. Answer the questions:

1. Do grapevines need both a warm climate and a cold climate in order to be productive?
2. How do you call the vines when they have stopped growing?
3. When does pruning usually start?
4. How will the vines look after they are pruned?

C. Complete the sentences:

1. In the winter the vines ______________________________.
2. In the winter I can ______________________________.
3. Pruning ______________________________.

B

Picture 18: It is winter now.

A. Find and underline these words in the sentences below: **winter, dormant, dropped off, resting, The workers, prune, neat.**

1. It is winter now.

2. The vines are dormant.

3. All of the leaves have dropped off.

4. The vines are resting.

5. The workers can rest.

6. In December or January the workers can start to prune.

7. Then the vines will look neat again.

B. Work with a partner. Ask and answer these questions:

1. What season is it in this picture?

2. Are the vines growing now?

3. What happened to all of the leaves?

4. What are the vines doing?

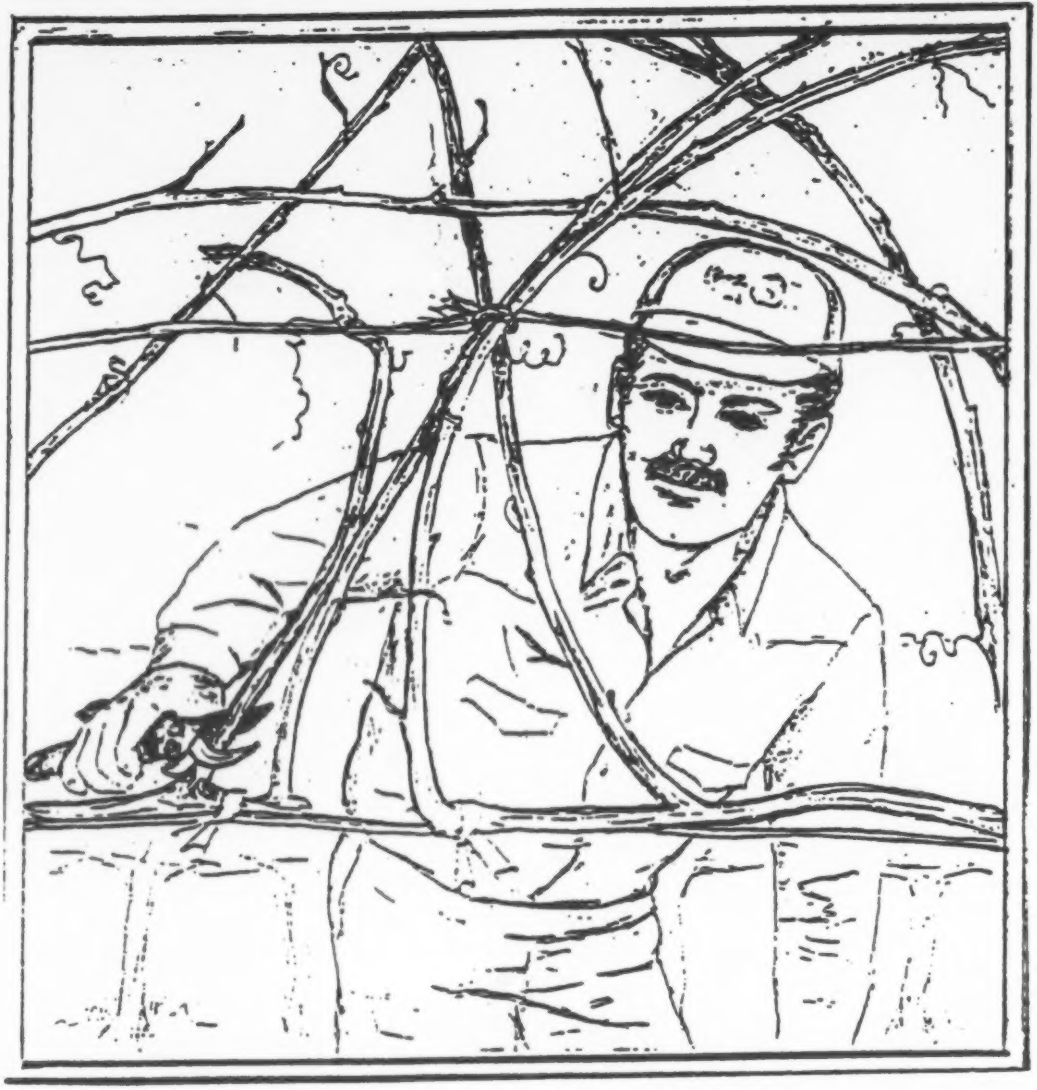
5. Who can rest?

6. What can the workers start to do in December or January?

7. How will the vines look after they are pruned?

C. Discuss the meanings of these words: **drop off, drop in, drop over, drop**

What does this mean? "Let's shop until we drop?



A

Picture 19: Someone is pruning a vine with pruning shears.

Add some details: Draw a sharpening stone. Draw a can of paint for painting the cuts. Draw anything else you want.

Story/Dictation:

Someone is pruning a vine with pruning shears. You can prune in December, January, and February.

There are different ways to prune. It depends on how the vine is trained. There are two popular ways to train vines. One is cordon. The other is cane. With cordon-trained vines, you leave only spurs. Usually they are two-bud spurs. With cane-pruned vines, you leave both canes and spurs.

Most of the time you use pruning shears to cut off the canes. If the wood is very thick, you will need to use loppers. Sharpen your pruning shears and loppers with a sharpening stone.

Throw the brush into the space between the rows. Later a rototiller or disk will cut it up.

Exercises

A. yes/no

1. You use pruning shears and loppers to prune vines.
2. You prune in the fall.
3. There is only one way to prune vines.
4. With a cordon-trained vine, you leave lots of canes.
5. You usually leave spurs with four or five buds.
6. Sharpen your tools with a sharpening stone.
7. Leave the brush under the vines.

B. Answer the questions:

1. Do you use pruning shears or loppers to cut off very thick pieces of wood?

2. How should you keep your pruning shears and loppers?

3. How do you prune a cordon-trained vine?

4. How do you prune a cane-trained vine? (Some people call it a head-trained, cane-pruned vine.)

5. Why do you throw the brush into the space between the rows?

C. Complete the statements:

1. My pruning shears are ______________________________.

2. If I had my own vineyard, I would probably train the vines ______________

____.

3. After a long day of pruning, I feel ______________________________.

BEST COPY AVAILABLE

B

Picture 19: Someone is pruning a vine with pruning shears.

A. Find and underline these words in the sentences below: **pruning shears, prune, how the vine is trained, cordon, cane, only spurs, two-bud, leave, the canes, very thick, a sharpening stone, brush, cut it up.**

1. Someone is pruning a vine with pruning shears.

2. You can prune in December, January, and February.

3. There are different ways to prune.

4. It depends on how the vine is trained.

5. There are two popular ways to train vines.

6. One is cordon. The other is cane.

7. With cordon-trained vines, you leave only spurs. (two bud spurs)

9. With cane-pruned vines, you leave both canes and spurs.

9. Most of the time you use pruning shears to cut off the canes.

10. If the wood is very thick, you will need to use loppers.

11. Sharpen your pruning shears and loppers with a sharpening stone.

12. Throw the brush into the space between the rows.

13. Later a rototiller or disk will cut it up.

B. Work with a partner. Ask and answer these questions:

1. What do you usually use to prune vines?

2. What can you do in the vineyard in December, January and February?

3. What does your way of pruning depend on?

4. Name the two popular styles of training vines.

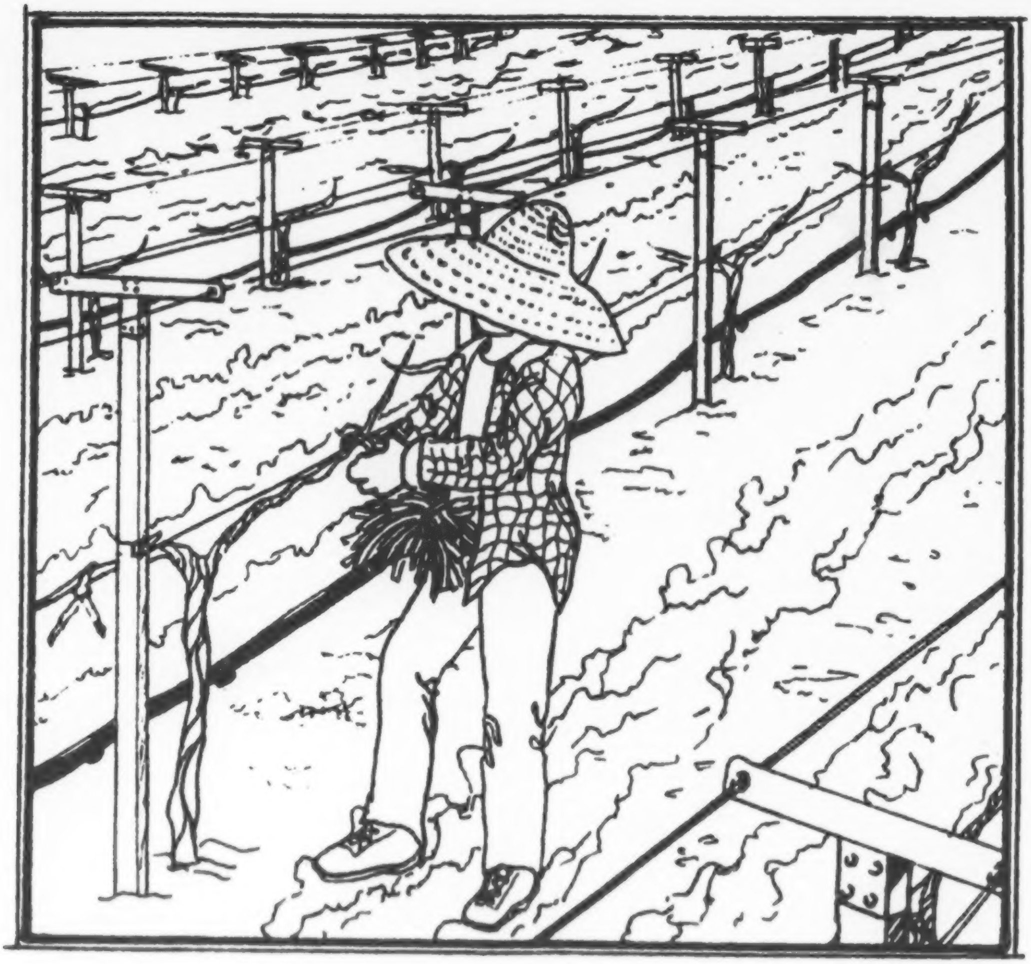
5. What do you leave when you prune a cordon-trained vine?

6. What kind of wood do you need to use loppers with?

7. How do you sharpen your pruning shears and loppers?

8. What do you throw into the space between the rows?

9. What will a rototiller or disk do to the brush?



A

Picture 20: A vineyard worker is tying a cane to a trellis wire.

A. Add some details: Draw a twist tie (wire inside of paper). Draw a roll of plastic tie ribbon. Draw a ball of bull rope. Draw anything else you want.

Story/Dictation:

A vineyard worker is tying a cane to a trellis wire. She is using bull rope. You can use bull rope, plastic ribbon or wire twists.

The vineyard has been pruned. Many shoots will come from the buds on the canes and spurs.

Later in the year, vineyard workers will tie the new shoots to the trellis wires. On the shoots will be the crop for the next harvest.

Other jobs that are not pictured include suckering and thinning. Suckering is when you remove shoots from the trunks of the vines. Thinning is when you remove shoots and leaves in order to open up the vine.

Exercises

A: yes/no

1. The vineyard worker is tying a new shoot to the trellis wire.
2. She needs to prune the vine.
3. You tie after you prune.
4. Shoots come from the buds on the canes and spurs.
5. Vineyard workers tie vines more than one time a year.
6. Suckers grow out of the trunk of the vine.
7. You sometimes need to thin the vine to get more light into all the parts of the plant.

B. Answer the questions:

1. Is she tying a spur or a cane to the wire?

2. When do vineyard workers tie shoots to the wires?

3. What style of training do you think these vines have?

4. What do you call it when you take off the suckers that grow on the trunk?

5. Why do you take off the suckers?

6. What do you do when you thin a vine?

7. Why do you thin vines?

C. Complete the sentences.

1. You need to tie vines to the trellis wires because ______________________________

____.

2. Tying vines is ____.

3. My favorite job in the vineyard is ______________________________.

BEST COPY AVAILABLE

B

Picture 20: A vineyard worker is tying a cane to a trellis wire.

A. Find and underline these words in the sentences below: **tying, bull rope, has been pruned, shoots, crop, suckering, thinning.**

1. A vineyard worker is tying a cane to a trellis wire.

2. She is using bull rope.

3. You can use bull rope, plastic ribbon, or wire twists.

4. The vineyard has been pruned.

5. Many shoots will come from the buds on the canes and spurs.

6. Later in the year, vineyard workers will tie the new shoots to the trellis wires.

7. On the shoots will be the crop for the next harvest.

8. Other jobs that are not pictured include suckering and thinning.

9. Suckering is when you remove shoots from the trunks of the vines.

10. Thinning is when you removed shoots and leaves in order to open up the vine.

B. Work with a partner. Ask and answer these questions:

1. What is the vineyard worker doing?

2. What is she using?

3. What has happened to the vineyard?

4. What will vineyard workers tie to the trellis wires later in the year?

5. What will be on the shoots?

6. What do you call it when you remove shoots from the trunk of the vine?

7. What do you call it when you remove shoots and leaves in order to open up the vine?

C. Demonstrate these actions: tie a cane (How many places do you tie it?) tie a shoot, remove a sucker, thin a vine

D. Discuss these words: tie, tying; sucker, suckering; thin, thinning; remove, removing; prune, pruning

BEST COPY AVAILABLE